

ATHLETIC JOURNAL

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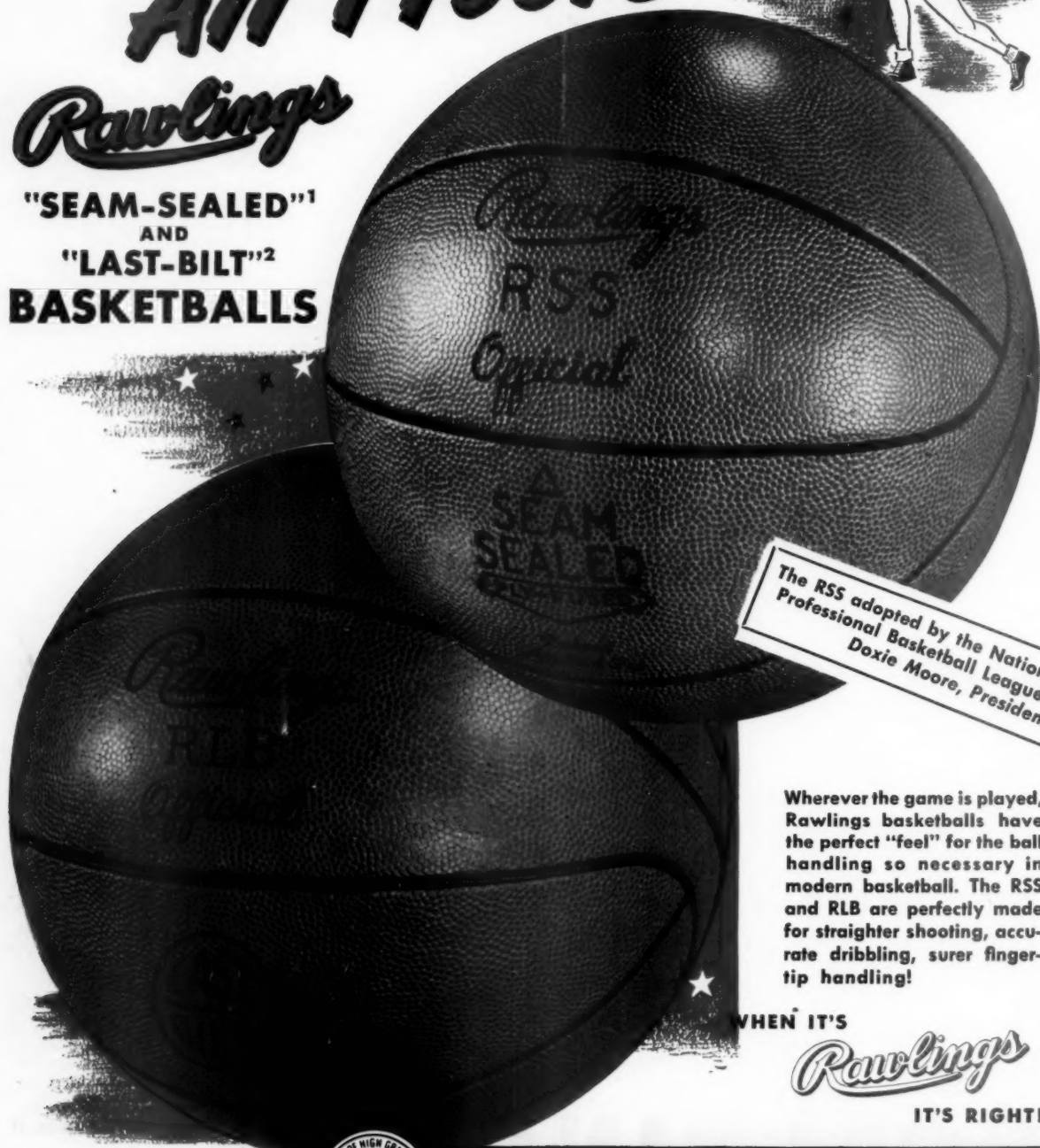


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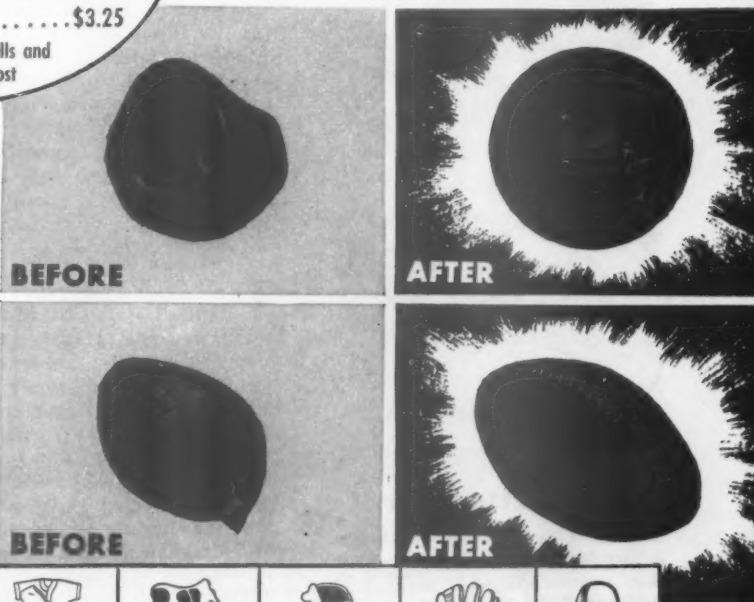
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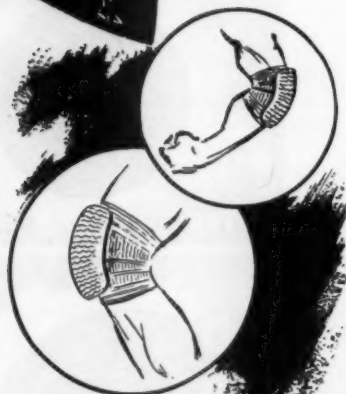
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HOWARD TOZIER, coach at Attleboro, Massachusetts, High School, was honored recently at a testimonial dinner. Under him, baseball teams at Attleboro have won 126, lost 45; football teams have won 57, lost 27; and basketball teams have won 184, lost 43. Nine of his basketball teams have been selected for play in the Tech and Eastern Massachusetts tourneys. . . . Art Boyle, captain of the 1949 Boston University football team, has been named line coach at Malden, Massachusetts, High School. . . . Mel Taube, former basketball coach at Purdue University, has signed as coach at Carleton College. . . . Some more of Bob Zuppke's aphorisms on football: In most colleges the leading contact games are football, wrestling and dancing. . . . A soft football player always puts an air cushion between himself and the opponent he should block or tackle. . . . We don't care how big and strong opponents are, as long as they're human. . . . If you break an athlete's spirit, little does it matter whether you develop his skill. . . . Young men compete in football because of the desire to excel; only the old and dilapidated talk about recreation and exercise.

TED SHIPKEY, appointed head football coach at Montana University last year, returned to his home state after a long absence. Shipkey went to Stanford where he played football and was a star end for three years under "Pop" Warner who rated him the greatest pass-receiving end he ever coached. In his senior year he was selected All-American end. Shipkey began his coaching career at Sacramento Junior College in 1927, moved to Arizona State College in 1930. At the latter school he won one championship in three years. He won two more championships while head coach at the University of New Mexico from 1937-42. After serving in the Air Corps during the war he returned to New Mexico for one year and then joined the Los Angeles Dons coaching staff in 1946. . . . New-

est member of Kansas University's football staff is Hub Ulrich, one of the greatest ends in Jayhawk history. Ulrich comes from Columbus High School in Columbus, Kansas where he coached for three years. . . . Harry Stuhldreher, long associated with the University of Wisconsin both as football coach and athletic director, has left that institution to take a position in public relations work with United States Steel. Stuhldreher began coaching at Wisconsin in 1936 and served also as athletic director for thirteen years. In football the teams of 1938, 1942 and 1947 were his best—the 1942 team was voted national championship honors by the Helms Foundation.

THE Helms Athletic Foundation was founded by Paul H. Helms, Southern California sportsman on October 15, 1936. It was created for the purpose of serving in the interests of wholesome athletics, with the thought of contributing to their programs. Included in its sponsorships is the donation of trophies and awards to deserving athletes and athletic teams, as well as to those who contribute to wholesome athletics in a noteworthy manner. Although many of the activities of the Foundation are centered around sports in the major divisions, Paul Helms has seen to it that the youngsters, and high school-age students are well remembered with awards for their achievements. One of the latest contributions of the Foundation is a trophy to be given to the Rose Bowl winner each year. It will be presented on October 14. . . . Syracuse University has appointed Marc Guley head basketball coach. Guley will succeed his old coach at the job, Lew Andreas, who stepped aside after 25 years of coaching. . . . Two former wrestling stars at Oklahoma A. & M. College changed coaching positions this summer. Buell Patterson moved from Nebraska to the University of Illinois, and Sam Barnes moved from Virginia Military Institute to North Carolina University.

THE ATHLETIC JOURNAL

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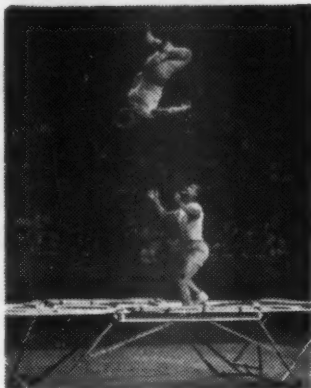
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Soccer-American Style

By DAVID O. WHITE
Instructor, Defiance College, Ohio

IN spite of a strong tradition of designing our soccer play according to foreign patterns, the development of new American techniques is now in progress. This trend may seem like heresy to coaches who have great faith in foreign styles of play, but, as Burgoyne learned at Saratoga in 1777, continental systems sometimes have more style than substance.

An emphasis on style is more natural to other soccer-playing countries than to our own. Preoccupation with individual ball-control skills, position play, and line play may be a luxury that can be enjoyed by peoples who play one sport twelve months of the year. But with four months in which to train and campaign we usually find it easier to develop systems to fit our players than to try to develop players to fit a system.

The beauty of working with the raw materials at hand by experimenting with new systems lies in the development of an understanding of unified team-action. The fundamental team concept in soccer is that possession of the ball is offense and lack of possession is defense. By replacing the borrowed concept of "offensive and defensive players" with this concept of integrated team-action, the American soccer coach may, like his colleagues in hockey and basketball, trade a rigid system with specialized position play for a mobile force capable of all-out attacks in unbalanced formations with numerous player shifts.

An appreciation of the value of a mobile force lies in understanding that soccer requires more than ball control. The problem is to control not only the ball but also the area around the ball and areas into which the ball can be passed to facilitate an attack. The effective strength of a team, therefore, lies in its ability to gain and maintain control of critical areas as well as to control the ball.

Since the ball can only move with the aid of a player, a man-to-man defense provides the most effective means of controlling critical areas and regaining possession of the ball. There are two methods of beating a man-to-man defense: A man-to-man offense which requires a superiority in individual ball-control skills; or an open attack in which an abil-

ity to create useful critical areas becomes a decisive factor. A useful critical area may be defined as an area of the field which can be controlled long enough to effect sure passage of the ball.

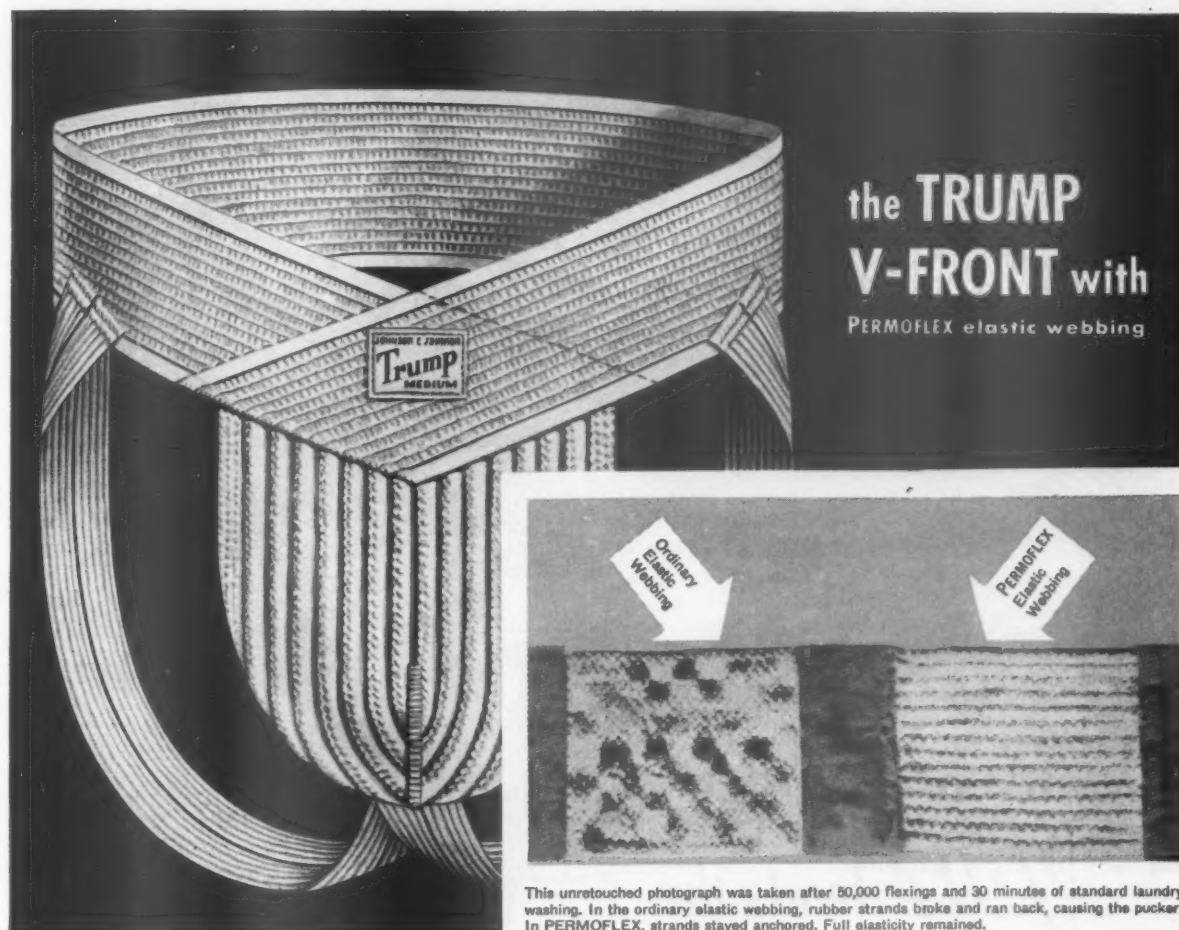
The principal characteristic of the man-to-man offense is the ease with which the defending players can select their men. The process of neutralizing the best marksmen with the strongest defense-men starts with the center halfback dogging the center forward and proceeds down the line. With the fullbacks, the goalie, and to a certain extent the halfbacks playing defensively and with the job of scoring assigned to a few specialists, the attacking team finds itself not only neutralized but badly outnumbered in the goal area. Because the defending players have to move but little to pick up their men, the strong points of both zone and man-to-man defense are combined in traditional soccer play.

The open game is characterized by the inability of the defending players to anticipate who the key figures in the attack will be or by what combination of plays the ball will be moved into scoring position. Since the attacking team is interested in creating paths of least resistance to the goal rather than in moving the ball against localized resistance, planning, timing, aggressiveness, and speed are essential to the attack. The finesse required by man-to-man soccer is superfluous in a game which features passing, trapping, and shooting.

The fundamental team concept of offense is most important in its application to the open game. As long as a team retains possession of the ball it controls the play. Maintenance of a rigid and essentially defensive formation while in possession of the ball is based on the assumption that the ball will be lost. An open attack, however, is a calculated risk and is timed and pressed only when the situation promises success.

With possession as the keynote of team play, the objectives are clear. The first objective is to gain possession of the ball. The second objective is to set up a scoring situation. If the odds are against setting up a scoring situation without losing possession, the ball should be kept in the backfield until a favorable situ-

(Continued on page 50)



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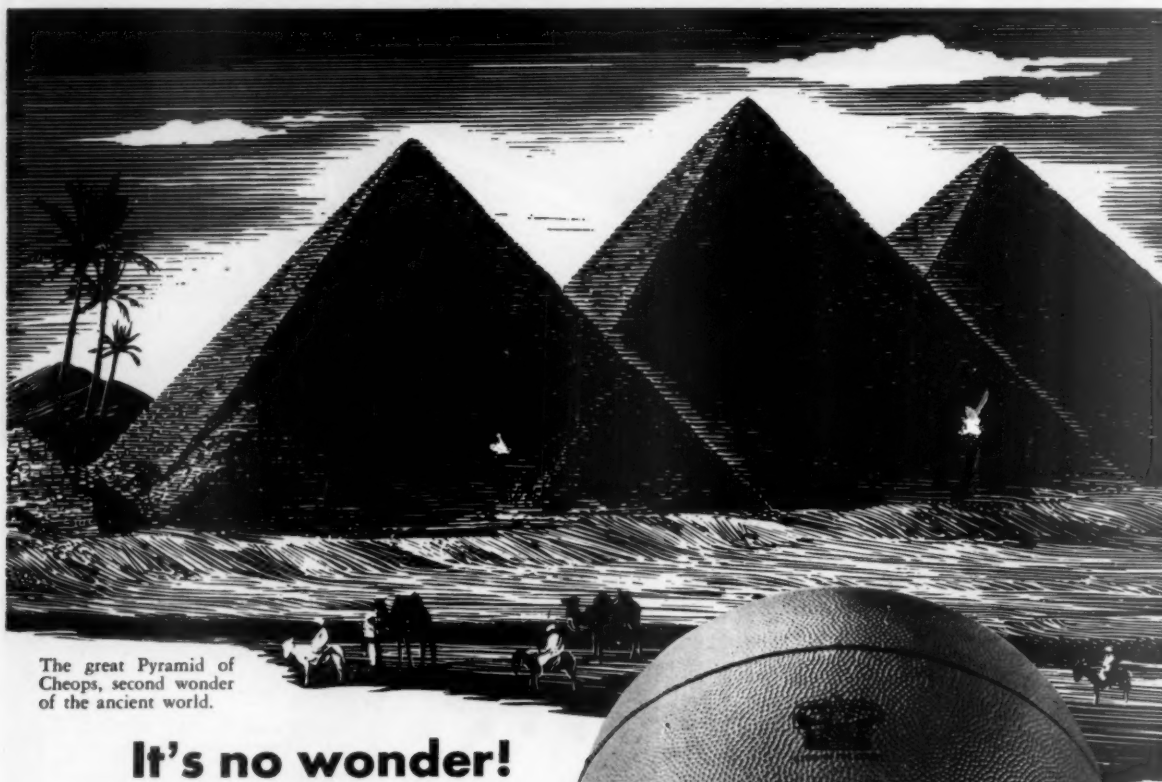
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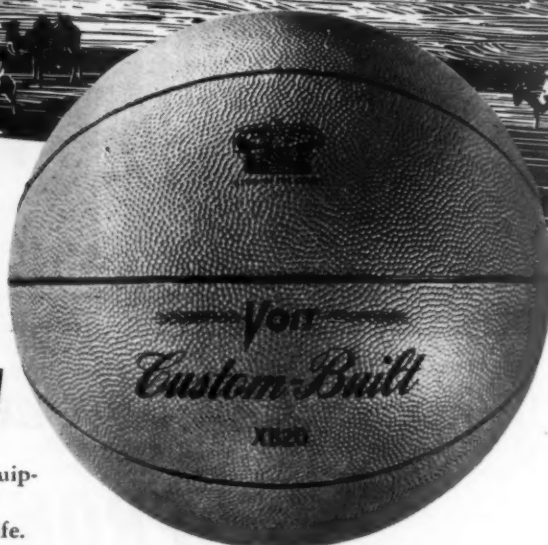
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PASS PATTERNS

By **CLARENCE "BIGGIE" MUNN**
Football Coach, Michigan State College

(Clarence Munn's lecture on the above subject at the Texas High School Coaches Association Coaching School this summer was especially good. Our thanks to Otis Coffey for permission to print his lecture. — Ed.)

OUR pass protection from our T formation is shown in Diagram 1. The number 3 lineman should step back with his right foot. He watches his opponent's feet. Instead of having our lineman look at the defensive men's faces, we have them look at their feet. The blockers do not have to knock the defensive men down. All that is necessary is to stand in position. This is a pretty hard thing to do when the opponents are exceptionally large. We want our number 3 man and our number 7 man to drop their outside foot back and we want our interior three men to remain solid. We have our two backfield men come up and block off our outside linemen's tail. They cross-block to the outside. We have three receivers out on this pass pattern.

Another type of protection we use is executed from our single wingback T. Our left halfback goes out in the left flat giving us four receivers out. Our center pulls out and blocks to his left flank on this pass pattern.

Diagram 2 illustrates a pass pattern similar to the one Notre Dame used to score in our game with them. It is a pattern like the one explained above.

Diagram 3 illustrates a pass play from a single wingback flanker formation. The right wingback is set out as a flanker. The halfback must cover the flanker as he goes out. If the halfback does not cover we try to take advantage of the man who does cover. The flanker goes down the

CLARENCE L. "BIGGIE" MUNN won All-American football honors at the University of Minnesota in 1930-31. He has coached at Minnesota, Albright College, Syracuse and the University of Michigan. At the latter school he was line coach under Fritz Crisler. Munn became head coach at Michigan State in 1947.

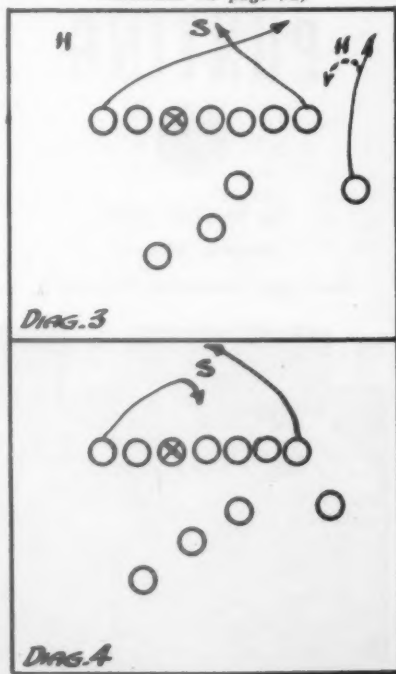
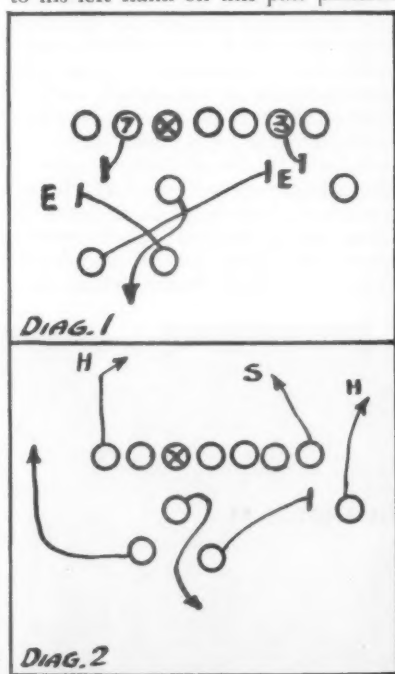
field ten yards and hooks. The right end goes down to the safety man. If we had this ordinary pattern we would have won the conference championship when we played Ohio State in about 1942. The right defensive halfback can never cover the crossing left end. If the halfback does not come up to cover the flanker we throw the ball to the flanker. The flanker can be set out on the other side of the field. If the weak-side halfback does not cover the flanker we shall throw to him there. We use the flanker instead of the man-in-motion set-up because it takes so much time to time the man-in-motion plays.

Diagram 4 illustrates another pass which we use: The right end will go down and try to get behind the safety man. The left end will break across and hook in front of the safety man. Since the safety man doesn't like to have anyone get behind him, the left end should get open a lot during the game. The ball should be thrown chest high for this pass pattern.

Diagrams 5 and 6 illustrate patterns involving an end-wing combination. The left end will hook and the wing goes deep, then the wingback will hook and the right end will go deep. The left end can hook a few times then either break deep or shallow to the outside.

Diagram 7 illustrates the automatic pass. We drove a team out of a seven-man line with just this one pass. If the defense plays a seven-man line and if they do not jam our ends and even if they do jam our ends, we use this plain, ordinary hook pass effectively. When there are two linebackers we always try to have some little maneuver to hold them in place while we complete our hook passes. On a seven diamond, however, one of the linebackers is already in the line and we do not have too much trouble completing our pass. Whenever we encounter a seven-man line our quarterback will give a signal and we will execute an automatic pass. One signal may mean a hook

(Continued on page 52)



Aids for the Linebacker

By ROBERT L. STEELE

ONE phase of defensive football which to my knowledge is vastly underestimated and under-coached is the role of the initial linebackers. This discussion will be limited to the linebacker only, however. If from time to time, the ends, halfbacks, safeties, etc. are mentioned it will be only for the purpose of explanation, not direction.

There is probably no position that is as difficult to coach as that of the defensive linebacker. A coach is greatly relieved if some giant happens to draw a suit and likes nothing better than to knock people over, get to the ball and at the same time is especially adept at doing just that. We have had young men of this type who were constantly in on more than half of all defensive stops and interceptions. They seem to be able to "smell" a play before it gets going.

Too often we hope for such boys to come along and if they don't, the linebacker spot is especially weak as the season rolls on simply because

we have neglected to give aid to those who have the "potential." We believe that a good linebacker can be made out of a mediocre man. Linebacking can be learned and can be taught but, like everything else which is learned, requires time and study

ROBERT L. STEELE played football at Salinas Junior College as well as at San Jose State College. He received his MA at Stanford in 1947. He has coached at Lincoln High School, San Jose, California and at California State Polytechnic College. This year he plans to work for his doctorate at Stanford.

and the building of habit responses.

These are some requirements we feel essential to a good linebacker:

1. The candidate must above all else, have a great desire to play rough but clean football, be able to take

knocks and give them in return and have a hungry desire for more and more.

2. The candidate must have a cool head and the ability to think ahead or second guess.

3. Size is a big help, although we have had medium-sized men in both high school and college who have done exceptional jobs. The smaller the man the more apt he is to be injured when meeting large opposition. On that basis, size is desirable.

4. Speed is desirable to the extent of being equal to the opponent. Wide stuff and passes can ruin a linebacker who lacks speed and fails to compensate for his deficiency. Over compensating often makes him vulnerable to the inside and on that basis we conclude that speed is desirable.

5. The candidate must be in good condition to do his job effectively. A sort of superman is needed to hustle every minute he is on the field, leading his teammates and giving the inspiration needed to keep enthusiasm at a high pitch. Many sacrifices are required of an athlete to attain peak condition and he must be the type of person to make those sacrifices.

It has often been said that the word

WALKER PUNTING



By MATTY BELL

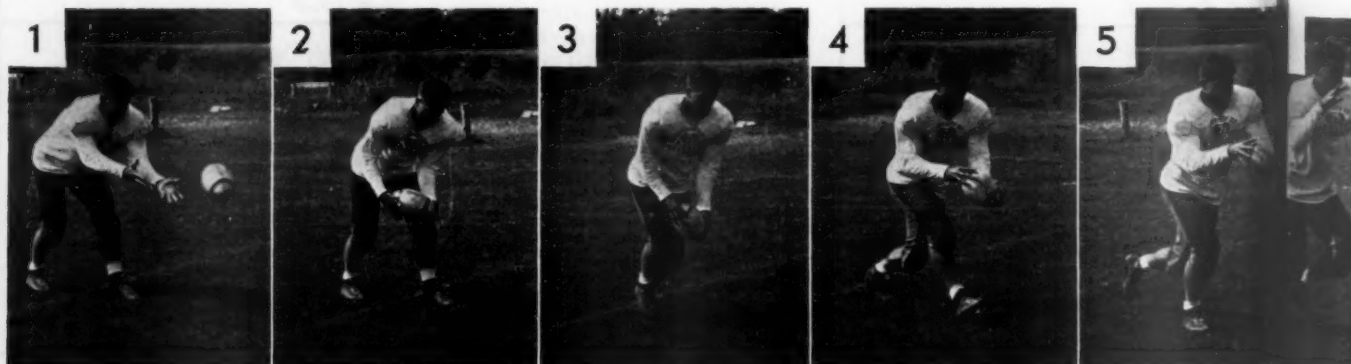
Athletic Director

Southern Methodist University

DURING my 26 years as a head coach of college teams I was fortunate to have many outstanding punters, some of whom played important roles on championship teams, but I think that Doak Walker was as effective a kicker as I ever coached. Others may have been able to get the ball higher in the air or farther down the field, but if statistics revealed the net gain on each punt I think that Walker would be the leader.

Doak could get distance if necessary. I recall that in our Cotton Bowl game with the University of

Oregon on Jan. 1, 1949, Walker quick-kicked once for 79 yards, the ball rolling out on the one-yard line. Usually we used Doak to punt when a sharpshooter was needed. He would take over the kicking duties whenever we were forced to punt after getting into our opponent's territory and accuracy was more important than distance. For this reason his average was not as high as some of the other punters who had the advantage of kicking from deep in their end of the field as well as after their team had passed the 50-yard line. Even then, Doak had an aver-



linebacker is a mis-nomer, simply because a good linebacker never backs up. Literally we believe this to be correct. We ask all our linebackers to make their defensive stops between themselves and the position of the offensive backfield before the play starts, or even deeper in the offensive backfield if possible.

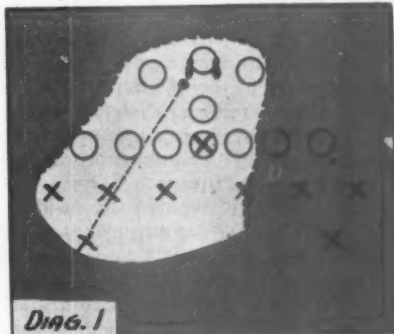
There are fundamentals which we definitely teach our linebackers to give them a solid foundation to work from in any given game or situation. Later, through detailed analysis of scouting reports, the idiosyncrasies of each team and its members can be drilled on toward meeting their attack effectively. By and large, the two most popular offenses we meet are the single wing, balanced and unbalanced, and the T formation; therefore the coverage will be toward their direction. We do not intend to give full coverage to this position of defensive linebacker, but merely to pass on some of the aids we have found effective for ourselves. This discussion will assume the use of an orthodox 6-2-2-1 defense against the single wing and the T.

An essential skill to a linebacker meeting any offense is his readiness to react. We ask our men to be as

alert and ready to react as a sprinter is to start his race. We find a flat-footed, relaxed man is slower in getting to the target than a man who is keyed up and on the balls of his feet to start with. We ask nothing else to begin with other than that the player should get to the target the fastest way possible.

T Formation

A blind man has no business on the football field and by the same



Diag. 1
This depicts the strike area which we ask our linebackers to concentrate on.

token neither has a linebacker who is not watching the strike area. Of

utmost importance is to train men to fix their eyes on the spot near the outside shoe of the fullback. There are several reasons for this and they shall be explained here.

1. Many teams, California and Stanford for example, use the method of determining a back's motion by watching his mid-section and following it wherever it goes, assuming naturally that the person cannot go where his hips do not. In a like manner we like to think that by watching a man's feet we will know where he will go. Focusing on a spot near the outside foot of the fullback (Diagram 1) will lend an accommodating means of observing the near back, middle back, quarter-back, and to some extent, the far back, plus of course, the onside line activities. The peripheral vision of a linebacker should be as good as possible for his own benefit and a measurement of 180 to 190 degrees is considered excellent.

2. Against the T a linebacker can rest assured that he may be approached by most any member of the offense on the onside of the line, plus the center and occasionally by the sneaker from the offside coming across. In

(Continued on page 54)

age of 42.1 yards for our regular season of 1948 and of 41.7 for 1949.

In Illustration 1 Doak is shown in a balanced, relaxed position as he awaits the ball with hands outstretched and fingers wide. His head is held up with eyes on the ball, but his body is bent forward from the waist. The left foot is about two feet in front of the right.

In Illustration 2 he has caught the ball without changing his stance but keeping his eyes focused on the ball. He catches the ball with his hands in the position he will hold the ball

to avoid loss of precious seconds as the opposing linemen seek to block the kick.

In Illustration 3 he takes a stride forward with his right foot, his body still slightly forward. As he completes his step (Illustration 4) he carefully drops the ball, making sure that the end of the ball nearer him is slightly higher than the other end. In Illustration 5 he starts straightening his body as his weight is placed on his right foot and he begins a short step with his left foot.

In Illustration 6 he maintains his

balance by raising his arms, and in Illustration 7 he starts a backswing with his right foot, his body still bent slightly forward. In Illustration 8 he moves his right foot forward with his weight on his left foot, his body erect, and his right arm slightly higher than his left. In Illustration 9 Doak's body is bent slightly backward as the ball is at knee level. In Illustration 10 Doak watches the ball as his right foot moving with all the speed at his command, strikes the ball solidly and as smoothly as if it had been gently placed there.



Drills for Junior High School Linemen

By TED GRIGNON

Football Coach, Lafayette, Michigan, Junior High School

PREPARING a group of junior high school youngsters for their football fortunes in high school can become a perplexing problem for the junior high football mentor. With careful planning, however, he can develop his charges for the "parent school" by adhering to a few fundamental drills that result in good sound offensive and defensive line play.

A coach coming in contact with the junior high athlete-to-be for the first time will find that the youngster's idea of competitive play is somewhat different from interscholastic organized play. He will find that it borders on the sandlot or backyard type where the youngsters know only that the ball is blown up and not stuffed. Organization and position-play are as important parts of the game as the ball itself and teaching the junior high candidates their importance may be the coach's most important job.

It goes without saying that there are many versions on this subject and a good many other methods have been used successfully. It is logically sound, however, not to flood the mind of the thirteen- or fourteen-year old football player with maneuvers and requirements that cannot be mastered. A junior high football coach whose success in teaching the two fundamentals of 1) making a fast contact and retaining contact and 2) staying on the feet and driving, can feel he is entitled to a "well done" from the coaching brethren.

From the standpoint of intricate movements, football is like track and field. Players have individual differences and do not perform alike. By the same token, it is impossible to have all linemen perform the different fundamentals exactly alike.

At Lafayette Junior High School we have formulated a series of simple drills bent on being correlated with any system of attack. All linemen candidates are lined up in a straight line and counted off in three's. From this alignment the following fundamentals can be practiced and perfected:

- 1) Offensive and defensive stance.
- 2) Shoulder block and check block against an imaginary opponent.
- 3) Pulling out and blocking, such as: one's pulling to the right, the two's and three's check-blocking, etc.

4) Cutting off the linebacker. Two's and three's check block and one's go after the linebacker, shooting across low and fast.

5) Pulling back and protecting the passer, having each number coming back to the right or left, giving the opponent only one choice of path on the outside of the block.

6) Rushing the passer, side-stepping, twisting, running through blocks and leaping over them after they are down low, extending their arms high to obstruct the passer's line of vision.

7) Each group of numbers practices the mouse trap, that is a charge across on all fours and turn to the inside.

8) Charging and spinning into the holes, once to the left and once to the right.

Keeping in mind that simplicity is the keynote with this age group, the above drills from the original

TED GRIGNON graduated from Bowling Green University in 1942 where he played football. After four years in the Navy he began his coaching career in 1946.

alignment will achieve the desired result in the day's practice session.

First things first in the order of importance brings to the front the offensive stance. The raw individual junior high school youngster is quick to disregard the basic and sound fundamentals of stance and results may depend on the initial method of teaching.

Using this progressive method we line the boys up and number them off in groups of three's as previously mentioned. These boys are then instructed in getting down into offensive position. Since the effectiveness of line blocking lies in the ability to move and operate from a low position, the individual youngsters are given practice in getting as low as they can and at the same time charging, pulling out and standing up. When the candidates obtain positions from which they can drive forward, laterally, and backward, they are ready for various signals which indicate the particular drills which are to be used.

We try to make the point clear

that the boy should be as natural as possible with all of his maneuvers. The lineman's feet should be about eighteen inches apart, varying with the size of the boy. The toe of one foot should be about even with the heel of the other. Stance and position is one phase of a lineman's job that a coach cannot stress too much. We assume that a lineman is not in a correct position unless he can come to a standing position without any effort. If he cannot do this easily he is not under control and does not have a good stance from which to work.

After these simple teaching steps the stance is complete and a check of the various fundamentals should be made to determine if:

- 1) The spread of the feet is moderate. The right toe is in line with the left heel and the toes are pointed forward.
- 2) The left heel is just off the ground with the ankle extension adding to the power in the take-off.
- 3) The back is straight with the tail slightly lower than the head.
- 4) There is good balance, with most of the body weight on the balls of the feet.
- 5) The knuckles of the right hand are folded under and are resting easily on the ground.

A simple drill that is effective in developing and teaching the stance may be taught by the use of a series of two-foot squares marked on the field. The linemen place one foot in one corner of the square and the other on the opposite side midway in the square. The hand corresponding to the rear foot is then placed in the corner of the square directly above the rear foot. Pairing off and having the defender charge to test the stability of the stance will afford the opportunity to check and correct the youngster's various fundamentals.

Drills to develop the offensive charge are: 1) Practicing the various parts of the charge against a block-back dummy. 2) Uncoiling and diving on the stomach to develop leg drive. 3) Charging on all fours from a set position. 4) Charging on a sled. 5) One-on-one — all blocks.

The above drills, while simple enough and widely used, will fit nicely into the building program of junior high material where grounding the youngsters in the barest of sound fundamentals is the paramount objective at hand.



Fast Break Principles

By PAUL C. MOON

Basketball Coach, Davenport, Iowa, High School

FOR the past twenty-two years we have used a zone defense and a fast break offense. A zone defense helps to start a fast break offense.

We divide our practice of the fast break into the following six drills, the first three at the defensive end of floor and the last three at the offensive end: Drill 1 — Rebound and Pass-out; two against two. Drill 2 — Rebound and Pass-out; three against five. Drill 3 — Rebound and Pass-out; four against five (optional). Drill 4 — Lay-ins. Right, left, and front. Drill 5 — Two against one. Drill 6 — Three against two.

Drill 1 — Rebound and Pass-out; two against two (Diagram 1). We start with four boys, X1 and X2 on defense and O3 and O4 to shoot over, shooter only to follow. When O3 shoots, X1 goes out to bother him, then blocks O3 out and covers the dotted-line area for long rebounds. X2 drops back for short rebounds and then turns toward the nearest sideline. If possible, X2 whips a quick pass, preferably a hook pass, to O4 who has moved toward the sideline like our defensive forward does in a game situation. X2 may dribble once or twice along the end line to make his pass-out possible. Note: The speed of this first pass-out is the secret of

a successful start of a fast-break situation. The rebounder should not get into the habit of dribbling into the corner every time. He should try for a fast pass-out first and only dribble when he cannot pass.

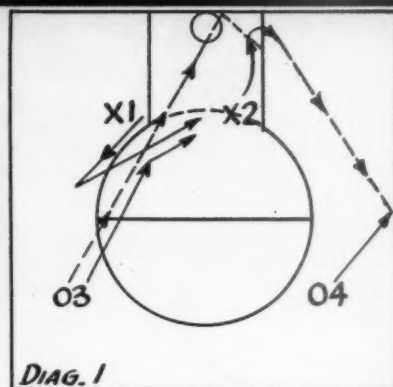
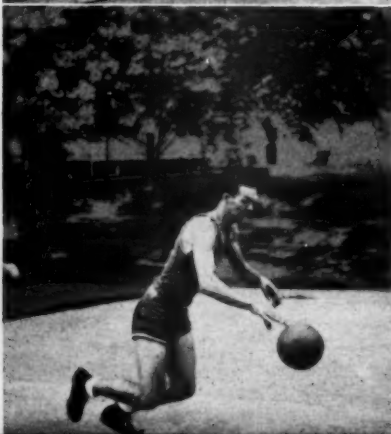
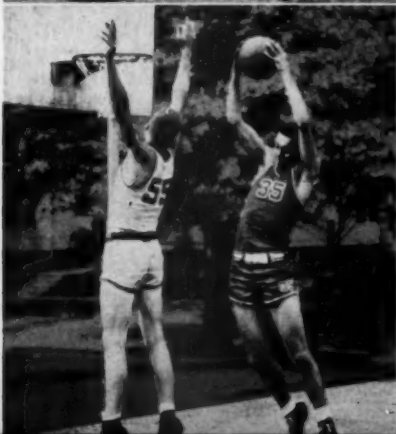
We work all of our guards and centers in pairs at rebound positions X1 and X2. It is also a good idea to have the forwards take some of this re-

PAUL C. MOON has a long and successful career as a cage mentor. During his reign Davenport has won the state title five times, been second twice, third once, fourth once and have been in the final tournament 14 times in his 22 years as coach.

bounding drill. Even though they may not be in on the passing end of this play they are on the receiving end about 90 per cent of the time. Practicing at the guards' spot will help them learn the timing and best location for the forward to be in to receive the pass-out, thus helping their guard and speeding up the start of the fast break.

Kenneth Buckels, all-state guard, dribbles once toward sideline after taking rebound before shooting a hook pass to Bill Stenger, all tournament forward, breaking down court.





Drill 2 — Rebound and Pass-out: three against five (Diagram 2). After we have worked all of our guards and centers in pairs at position X1 and X2 we are ready to add our other three defensive men, X3, X4 and X5 and an offensive center O5. Offensive forwards should not be added yet. O3 and O4 shoot over as in Drill 1. If O3 shoots, X4 bothers him, blocks him out and covers dotted-line area for long rebounds. X2 blocks O5 and plays for short rebounds on the left; X3 gets position for rebounds on right and if he gets the ball, tries for the fast pass to X5 along the near sideline and opposite the free-throw line.

As soon as X4 sees that X3 will control the rebound he breaks down the middle of the floor. At the same

Buckels takes rebound over the head of Robert Le Buhn, all state center, pivots in air and clears straight down the center.

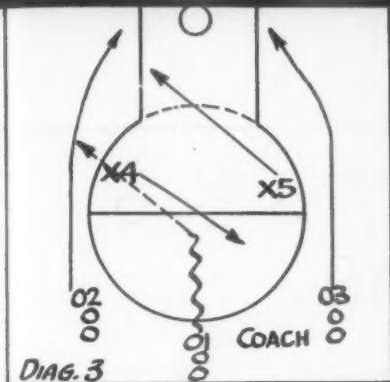
time X1 breaks down his side of the floor and we have our three lane set-up. Now the players must get the ball to the middle man.

As these three men reach the center line the middle man should have the ball if at all possible. X2 is the trailer and X3 comes down late, having played as a safety man on defense in case the opponents might have intercepted a pass.

We continue Drill 2 with O3 and O4 shooting from different spots so they will be shooting over X1, X4, X5 and X3. This leads to two other possibilities in this drill:

a. If the rebound is taken by X1 on the left side, he would pass out





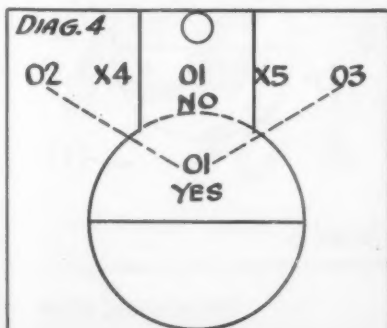
to X4 near the sideline; X5 then becomes the middle man and X3 goes down his side of the floor to make the three-lane attack.

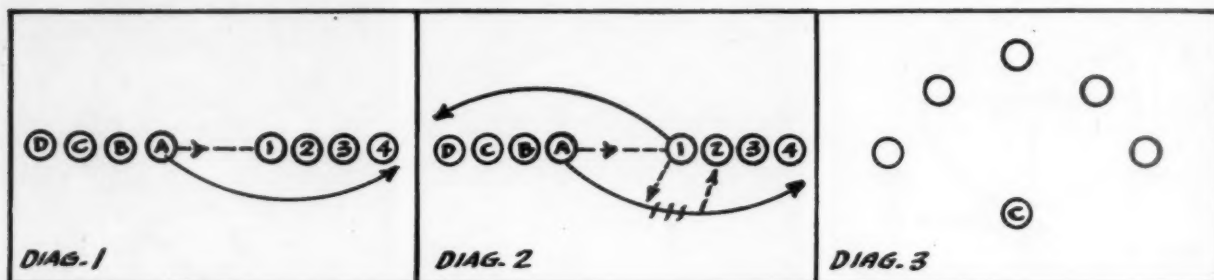
b. The rebound may come out in front to either X2, X4 or X5. If this rebounder can turn and get away with a dribble down the middle he does so. With the first two men out, one on either side, setting up the three lanes, the fourth man acts as a trailer and the fifth man stays back for safety in case a pass is intercepted by the opponents. Unfortunately the ball will not always rebound where the coach would like it to go so he may have to stop the play and have O3 or O4 shoot again. But this is a drill, so it should be repeated over and over again until each of the five boys goes through

Buckels shows good technique in blocking out the shot maker Le Buhn. Note the crouched position and extended arms.

the correct moves to get into position for the three-lane offense. Note: I blow the whistle and stop the play as soon as the ball crosses the center line. Then I make comments and corrections and answer any questions as the boys move back into their positions ready to repeat the drill. Early in the season many boys will not start their reaction until the rebounder *actually has possession* of the ball. Later, many of the better players will react as soon as they see a teammate *is in position* to get the rebound. This extra split-second in timing will often make the fast break.

Drill 3 - Rebound and Pass-out;
(Continued on page 48)





Pre-Season Planning

By **RUSS KAMINSKY**

Basketball Coach, Joplin, Missouri, High School

THE problems which confront the basketball coach at the beginning of the season are naturally numerous and varied. Careful pre-season planning is a primary necessity.

It seems extremely practical to select trainers and managers long before the opening practice session. Fortunately most high schools are teeming with youths who have formed some inclination toward a medical career. These are the logical lads from which to make the selections for trainers. The student manager presents a more serious problem. He must possess the highest qualities of honesty, sincerity, industriousness, and both mental and physical aggressiveness. It behooves the coach to ponder painstakingly before the actual selection is made. Reference to other faculty members will sometimes afford a selection which may well lead to measures of reciprocity.

Another practical pre-season step is the formation of a training code. We have usually revised statements of regulation from year to year in an effort to ascertain effectiveness. Perhaps no two coaches adopt identical plans, but such measures appear

necessary. Generally, we have had a training code mimeographed and issued to all athletes.

Following is a set which was adopted for a recent year:

1. Inform your coach immediately of any injury.

RUSSELL KAMINSKY graduated from Southwest Missouri State College where he lettered in both football and basketball and won Little All-American football honors in 1940 and '41. He has coached at Mountain View, Monett and Joplin in Missouri. His coaching record includes 120 wins against 29 losses in basketball; 63 wins against 11 losses in football. This year his cage team won the state title.

2. Get at least nine hours sleep every night.

3. Start getting into condition before school opens.

4. Take a shower after every workout and game — DRY YOUR HAIR.

5. Dress warmly in winter, but do not over-dress.

6. Watch your diet! Eat very lightly before practice and games — if at all. After playing wait at least a half hour before eating.

7. Don't eat between meals. Eat at regular hours. Whole-grain cereals provide minerals, vitamins and stamina elements. Sugar and starches are valuable for energy. Meats, fish, and eggs build tissue, while fruits, vegetables, meat and milk provide vitamins and minerals you need.

8. Don't overeat. Leave the table feeling slightly hungry.

9. After practice, go home and rest. Don't do anything strenuous.

10. Don't neglect a cold. Drink lots of liquids and get plenty of rest.

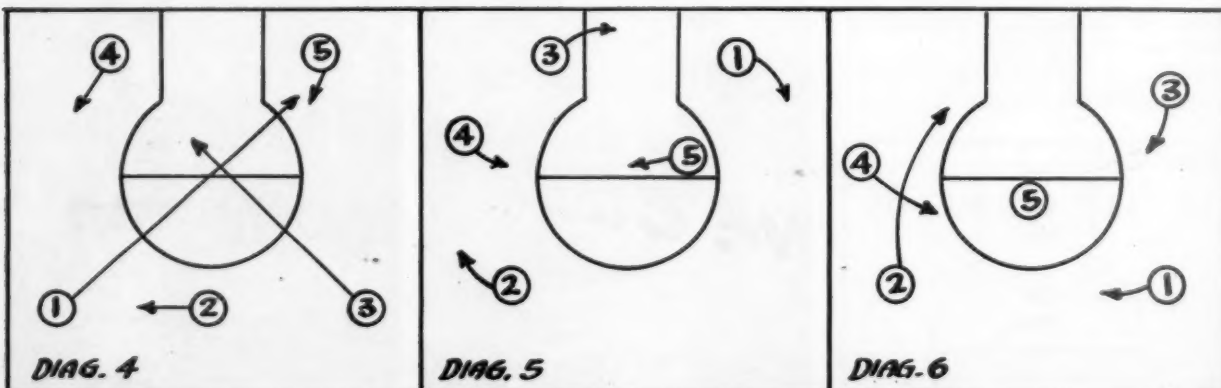
11. Don't drink much water, if any at all, during practices or games. Otherwise drink at least six glasses daily.

12. Keep your uniform items as clean as possible.

13. Hang your uniform items on hooks in locker.

14. Contamination breeds discontent. Please refrain from cussing in locker

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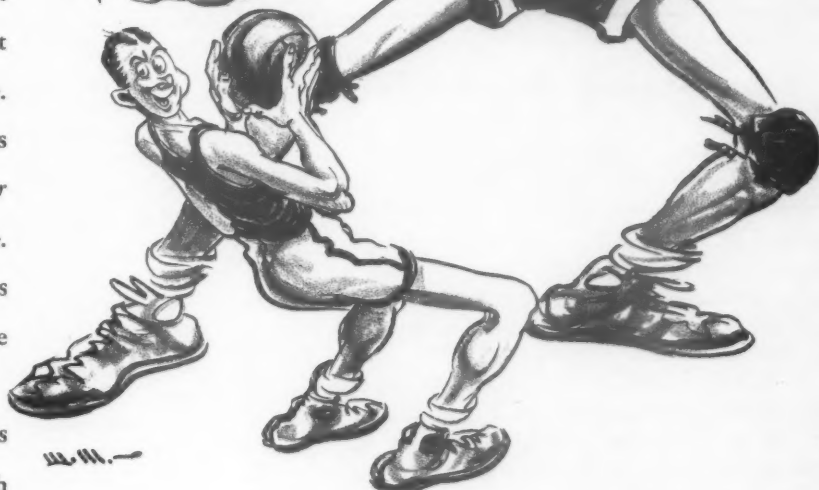




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Spring Football?

WE never heard anyone advocate that cross country should be abolished in order to create more interest in football. Nor did we ever hear it advocated that wrestling should be abolished in order to create more interest in basketball. We have heard many times that spring football practice should be eliminated in order to create interest in track and baseball.

Let's take the case of Johnny Jones. Johnny is a good halfback and his speed is such that he could be the number three sprinter on the track team. Johnny happens to like football better than track and as a result goes out for spring practice. Billy Smith, a fraction slower than Johnny, becomes the number three sprinter on the track team. But the school abolishes spring football in order to create more interest in track and baseball. Now our friend, Johnny, being of an athletic nature goes out for track and takes over Billy's place as number three sprinter. Billy is just an average kid, possessing the average amount of determination and works hard to better himself and move ahead of Johnny. The incentive of picking up a point here and there for his school in dual meet competition is gone and Billy being just average, his interest in track wanes, with the result, Billy drops out of track. The moral of this little story is that whereas we had two boys competing in competitive athletics, after dropping football to create more interest in track, we only have one taking part in interscholastic athletics.

In a small school with a limited male enrollment, spring practice would conceivably hurt participa-

tion and interest in other spring sports. The question that comes to our mind is how many of these smaller schools have football in the first place? Recently a mid-Western state voted to abolish spring football practice, yet in that state only about a third of the member schools have football.

There is, of course the problem of a school large enough to sponsor football as well as one or the other of the major spring sports. Yet, as is so often the case, the coaching staff is limited. In the event that the football coach coaches all sports it certainly is not right to have spring practice at the sacrifice of either baseball or track. This, however, is a local problem and should be settled locally within conferences, member schools of a conference being approximately equal in size.

To those that would say that the football season is too long we hasten to question the length of some basketball seasons that start with the first games the middle of November and conclude with tournament play the middle of March. Numerous track seasons start with the indoor meets shortly after the first of the year and conclude with the state meets as late as May. We personally have no fault to find with the length of the seasons of these sports, but merely mention it to show that three months of fall football and a month of spring football about equals the length of some of the other sports seasons.

There has been a move under way to start fall programs in baseball, tennis and golf, particularly in the northern states where the weather curtails these activities in the spring. We think this is fine. In fact, we are heartily in favor of any effort to increase athletic programs. For thirty years this has been our editorial platform, namely, increase athletic programs and competition. In these editorials we have violently opposed those who would curtail competition. The international situation demands that we redouble our efforts to produce physically fit youth. Certainly this is no time to curtail programs and yet in the larger schools that is what is being done when spring football practice is abolished.

Now, How About the Spectators

THE action of the football rules makers in establishing the five-yard restraining line is one of the most important pieces of football legislation ever incorporated in the rule books. The rule was written into the book to remove the danger of sideline injuries. While any legislation that will make the great game of football safer meets with our approval, we feel that the greatest benefit of the

(Continued on page 63)

New report proves

Bike Web Trainers Tape **causes less skin irritation** **than any other brand tested**

Here are the plain facts

The lack of skin irritation is one of the important qualities desired in any trainers tape.

We of the *Bike Web* Company have worked for many years to reduce skin irritation to a minimum in the preparation of our tape.

And we have conducted an intensive and pioneering program of clinical research in this matter.

In 1937, conscious of the skin irritation factor, we pioneered the introduction of new non-irritating ingredients into our adhesive mass. We then made literally thousands of clinical tests on the product, via independent research sources, to check the results. These tests indicated clearly that skin irritation had been substantially reduced in *Bike Web* Tape.

Since that time, this factor of our product has been the subject of continuous research and checking.

New Report Proves Bike Web Still Leads

The latest clinical study has recently been completed, and is of interest to every trainers tape user.

In April, 1950, we commissioned a consulting biochemist of very considerable reputation to make a clinical analysis of the skin irritation factor, using our own and two other leading brands of tape.

This study was comprehensive. It was done under a thorough system of clinical controls, to assure a totally impartial and detailed analysis.

The report of the findings has been completed. It provides this basic conclusion:

Bike Web Trainers Tape causes significantly less skin irritation or allergy than any of the other popular brands tested.

Thus, this latest clinical report verifies the value of our pioneering work, and bears out our many previous studies made over a long span of time.

Because we believe that you will be interested in reading the findings, we have prepared a summary of the report, and it is available on request.

We are satisfied . . . and clinical study proves it . . . that *Bike Web* Trainers Tape has effectively minimized the skin irritation factor.

There are, however, several other qualities of a good trainers tape . . . each of them fully as important as its lack of skin-irritating ingredients.

They are: "Tack" . . . the ability to stick firmly under light pressure. Adhesion . . . the ability to "stay stuck." Smoothness of application . . . freedom from wrinkling. Minimal "creep" . . . the ability to stay in place without binding. Body . . . to provide maximum support and protection. Ease of removal, with no sticky residue remaining on the skin. In all these characteristics, as in lack of skin irritation, *Bike Web* Trainers Tape has proved its unvarying quality.



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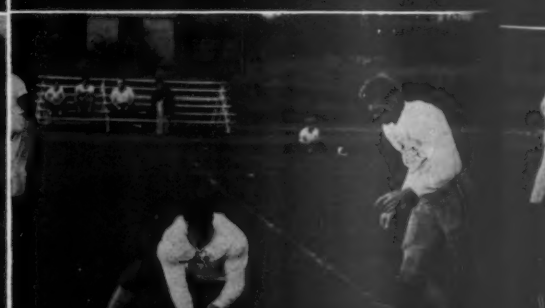
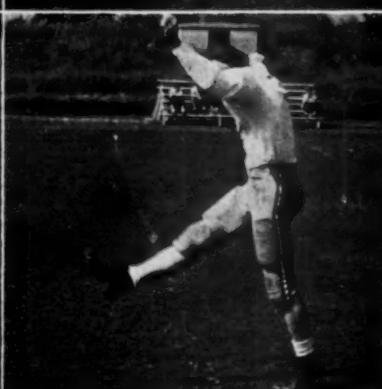
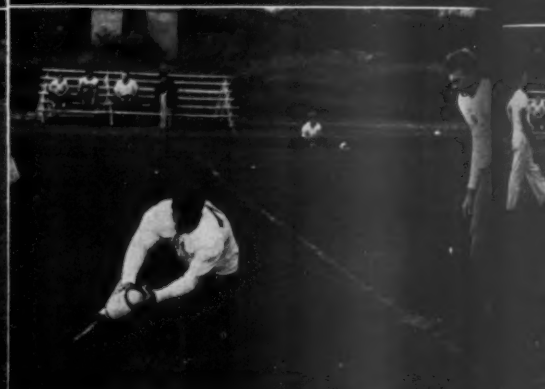
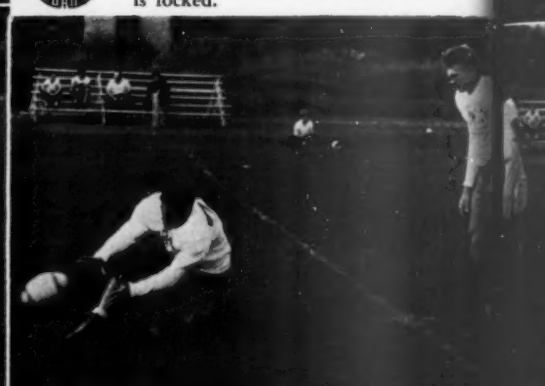
THE KICK-OFF

Gordon Soltau uses a seven-foot run for the kick-off. The ball is placed on the tee with a slight lean in the direction of the kicker. The left foot or balance foot is planted about fifteen inches behind the ball at the end of the stride. At this point the right knee should be flexed and snapped into a locked position as the kick is made. Of particular note is the manner in which Soltau keeps his eye on the ball.



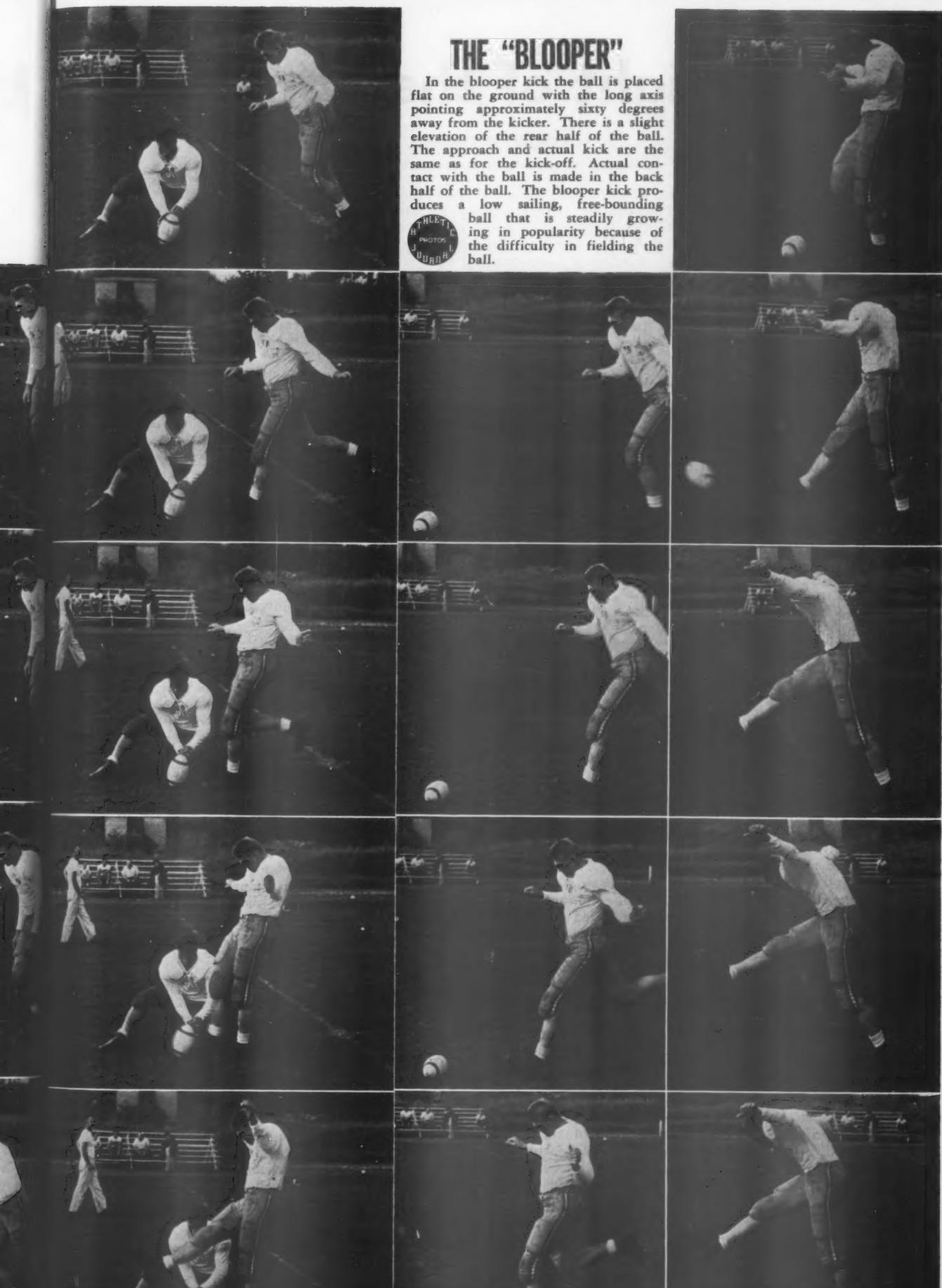
THE PLACE-KICK

Gordon Soltau made good on thirty of thirty-three conversion attempts and his only field goal attempt was successful at Minnesota. His kicking foot is placed in a direct line with the goal post and he starts his steps the minute the ball is set. His first step is a short step with the lead foot, followed by the full step with the left foot. The left foot is planted less than six inches behind the ball and the right left starts to snap through. As contact is made the ankle is locked.



THE "BLOOPER"

In the blooper kick the ball is placed flat on the ground with the long axis pointing approximately sixty degrees away from the kicker. There is a slight elevation of the rear half of the ball. The approach and actual kick are the same as for the kick-off. Actual contact with the ball is made in the back half of the ball. The blooper kick produces a low sailing, free-bounding ball that is steadily growing in popularity because of the difficulty in fielding the ball.



Twilight of the Zone

By STAFFORD H. CASSELL

Director of Athletics and Basketball Coach, American University

THE sliding zone defense is one of the most spectacular and scientific phases of modern basketball. This type of defense is a combination of the best aspects of the man-for-man and the floor area protection defenses. The much criticized floor-area standing zone defense is completely outmoded and an ineffective defensive strategy.

The highly controversial zone defense has established a false stigma. It is difficult for the sports writers, radio and television broadcasters and even some opposing coaches to detect the sliding zone from the loose, sinking man-for-man defense. In fact the type of defense the professional teams employ against such players as George Mikan is more zone than man-for-man, yet the zone defense is supposed to be outlawed by the professional league. Many professional clubs and outstanding collegiate teams employ the zone defense principles a great deal more than they will admit in order to have an effective defense. The fan and the average newspaper man covering the game is not able to detect the full implication employed by the defending team. After five different games this past season my fellow colleagues have congratulated my boys on the "sliding zone defense" they used. Numerous times sports writers have mentioned the "impregnable zone defense" or the "tightly-knit zone defense" that brought victory the night before. Actually what we have been using is a loose man-for-man defense. If a coach and a sports writer cannot detect the difference in defense, how can the average fan scoff at the defensive tactics?

The football coach has to change his offense to meet the defense of his opponents many times during a contest. Has anyone heaped abuse on the football coach who uses a zone or combination zone and man-for-man pass defense? Some basketball coaches refuse to schedule a team that employs a zone at any time because they have to change their offense which has operated for years against a man-for-man defense. Most basketball coaches are not as alert or versatile in their patterns of play as are football coaches. Their defense is to throw out the zone and they attempt to influence the press

and the fans in their prejudice because of their inability to attack this form of "evil trickery." The criticism of the zone defense has given some mentors a stump of false security behind which they can hide. Because they are unable to cope with a defense that will not permit their pattern of plays to run rampant, they condemn the system.

To cope with the zone many teams use stalling tactics to slow down the game and thereby reduce spectator appeal. The defense, however, receives the criticism. Football teams are not permitted to stall because the time rule is enforced. The inferior boxer may get in a good first round blow and then gather in his bicycle and back peddle the next nine rounds. Basketball has not had the foresight to initiate a rule to force the teams to attempt to score. The "deep freeze" may be adopted

STAFFORD H. CASSELL graduated from American University in 1936 and was appointed basketball coach the following year. In 1938 he became athletic director and coach of three major sports. He resigned in 1942 to accept a similar position at Morningside College in Iowa. Following service in the Navy he returned to his alma mater.

in the early part of the contest and the paying fans pour out of the field house in rage protesting against the outmoded defense. It is the responsibility of the offensive team to attack and at least try to score, not back peddle, which leaves the fans dissatisfied and casts an unpardonable blemish on the sport.

The fans want to witness high scoring and I am sure the coach would be delighted to oblige them but unless a team has possession of the ball it cannot make a bona fide attempt to score. Unless the rules are changed a team cannot gain possession of the ball, using any type of defense, when the offense is determined to keep it, unless it fouls the opponent. The low-scoring games are not usually due to the defense but rather to the offensive team

placing their trade mark on the ball and playing a game of ball control.

The pressure is on the coach to win in most schools. The true spirit of sportsmanship and the sheer joy of playing the game well are dying with pressure from the gambler and selfish alumni. These subversive interests cannot recognize the qualities of good character and citizenship that could be developed through participation in the world's fastest moving team game on foot. This is a sad commentary on college basketball. We have inherited one goal—win fairly if you can; if not, just win! Science in most sports is not hampered by prejudice and dwarfed ability of men who are supposed to be building men into well integrated social human beings.

Contrary to what the uninformed would have us believe, the zone has the facility for greater versatility and skill as well as the spectator appeal of fast movement and high scoring. The American University basketball team averaged 65.5 points per game last season in thirty-one contests. Jack Haggerty, Director of Athletics at Georgetown University, said that the game played between his school and American University last season was one of the most interesting and exciting games of basketball he had ever seen. Coach "Buddy" O'Grady employed an expert pattern of plays combined with skilled techniques that make basketball the thrill-tingling spectator sport the fans pay to see. The Washington fans are still talking about this basketball game as one of the most thrilling and exciting ever played in this area. This is only one of the many contests in which the contrasting types of defense added to the appreciation of the sport.

The sliding zone defense gives the player more liberties and he can take more chances. This is true because such a defense is basically a team system. One man will fill the gap whenever another man commits an error. A switch or slide is executed scientifically and the opponent is called upon to employ all the skills at his command to solve the live situation. The offense is not permitted to take as many liberties for there are five men ready to capitalize on the opponent's mistake. The mem-

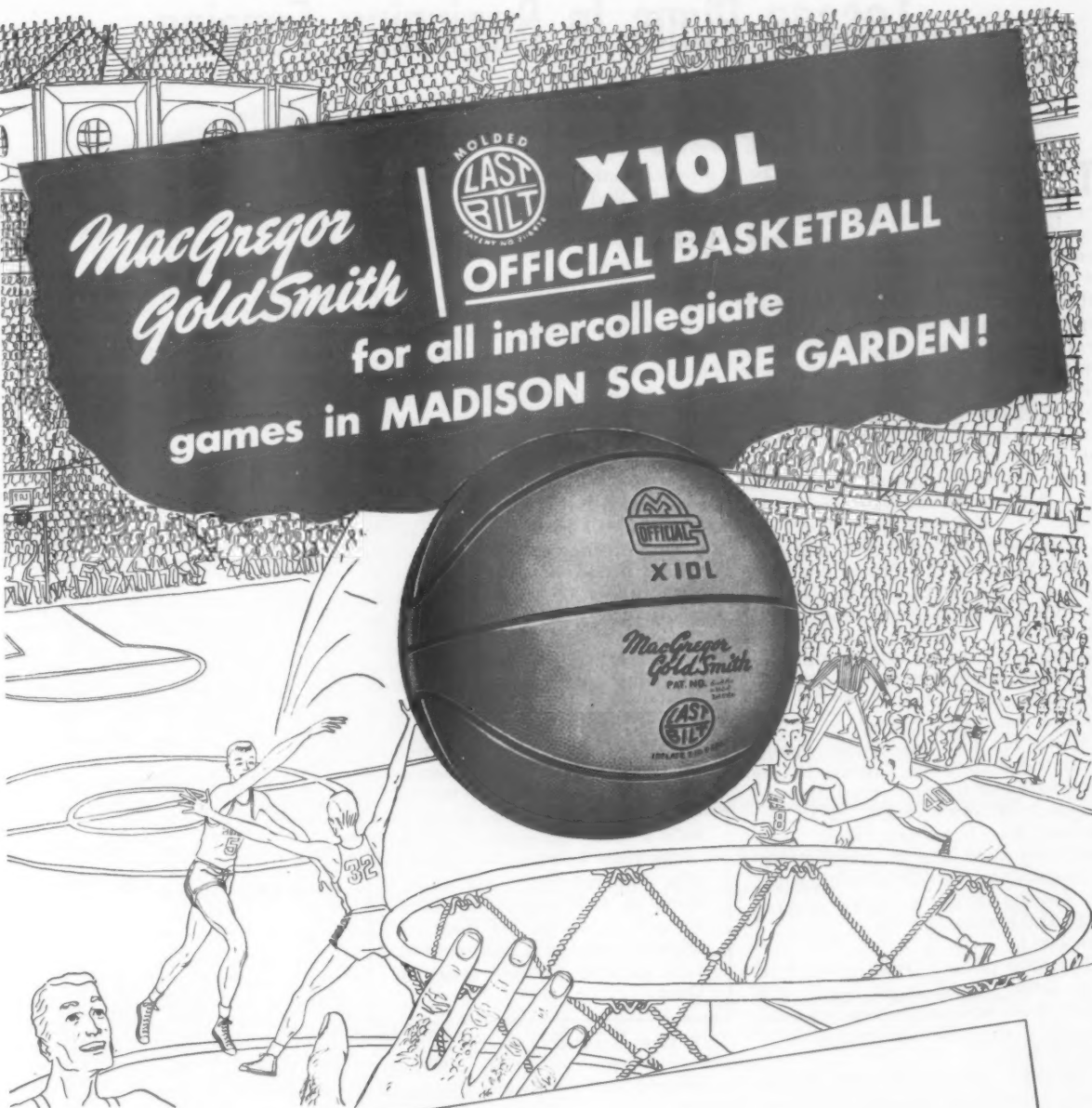
(Continued on page 58)

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Lesson Plans In Beginning Fencing

By **ROBERT KAPLAN**

Coach of Fencing, Ohio State University

THE following lesson plan for beginning fencing was designed for the purpose of flexibility insofar as the time element and teaching procedures are concerned. Used as part of "The Instructors' Manual" at The Ohio State University, it is the same type of plan as was constructed for over twenty other activities. It is strongly felt that skill alone is not the purpose of physical education and thus the plan includes "Associated Learnings" which supplements the learning of skill with general knowledge of the sport. It also supplies the reasons for what is being done.

It has long been felt that a fencer can only be made by individual lessons with the "Master". However, it has more recently been shown that fencers of no little ability can be trained in groups or classes and only the more advanced fencers require individual work.

Safety Procedures

Masks for face protection should always be worn when fencing. Points should be blunted and taped. Gloves, jackets, bibs, and trousers are all important for best protection. The blade should be bent to absorb shock. Proper distance should be maintained for fencing as close fighting may break the blade.

The Foil

Teaching points: Holding the foil. a. position of the hand, wrist and point; b. demonstrate proper use of fingers; c. use it as an extension of the forearm.

The main parts of the foil are the pommel, handle, thumb cushion, guard and the blade. The blade is divided into three parts — the strong, middle, and weak. The French type handle is slightly curved and relatively plain; the Italians prefer a cross-bar for a more powerful grip and thus use strength more than the French who employ mainly deception. *The "On Guard" Position*

Teaching Points: Position of the feet; flex of the knees; position of the body; position of the arms; overall position; different lines of defense.

The function of the on guard position is quite like that in boxing — to be able to make efficient offensive and defensive movements while not exposing oneself too much. Total unfamiliarity and the use of "new"

muscles make this position uncomfortable and difficult to maintain without considerable effort and training.

The Advance

Teaching Points: Raise forward toe; forward foot moves first; back foot recovers quickly; move only 3-4 inches, no jumping; no change in on-guard position; use a quick shuffle.

As in boxing, never be caught with the feet crossed or close together giving a narrow base and putting oneself off balance. A quick shuffling action will keep the feet on the floor most of the time so that the opponent will have difficulty catching one unprepared to move—this action is needed to enable one to recover distance or get within attacking distance quickly and ready to move again.

The Retreat

Teaching points: Back foot moves

ROBERT KAPLAN was intercollegiate foil champion in 1943 and ranked fifth in the nation. He took second place in NCAA foil championships in 1946, third in epee. In 1947 he was Intercollegiate foil champion, in 1948 epee champion. He was a member of the U. S. Olympic fencing squad in 1948. Last year he became coach at Ohio.

back first; forward foot recovers; reverse of advance; move small distance so as never to back away from opportunity.

This is the reverse of the advance. This action is used to withdraw from the opponent's attacking distance—move small distances so as never to back completely away from an opportunity to score. This is the reverse of the advance in which one should never get too close to be hit. It is considered against the rules of fencing and of fencing etiquette to have body contact or other physical contact with the opponent.

The Arm Extension

Teaching Points: From the on guard position; extend the arm (and weapon) quickly; arm horizontal, palm up, hand above shoulder level; point lower than hand; quick extension.

This is probably the most used arm action in fencing. It is needed in order to gain the "right of way" (the fencer who first extends his arm with the point threatening the target has the right of way and the other fencer must defend himself). It is also used to help measure distance like the jab in boxing, to carry the point close to the target most quickly and to make feints more "real".

The Lunge

Teaching points: Arm extension and toe raise; advance front foot, glide heel; stretch until front knee is over in-step; drive from rear foot; back arm thrown back parallel to leg.

The lunge is the main method of bringing or driving the point to the target. Here is where the muscles will tire easily if not conditioned. To prevent them from tiring easily the weight should always be distributed on both legs. This action was not invented until the 16th century when it revolutionized the "art of the sword."

Drive forward keeping low, "pushing" point forward—keep body up straight to avoid punishing front leg—keep back foot flat for greater friction surface.

Learn lunging distance at first by touching the target and sliding backwards into a lunge, then a proper recovery will place one in lunging distance. It is considered proper to salute one's partner or opponent before fencing. This is done by raising the guard to one's face with the point straight up and quickly lowering it in the direction of the person whom one is to fence. The old salute was more complicated.

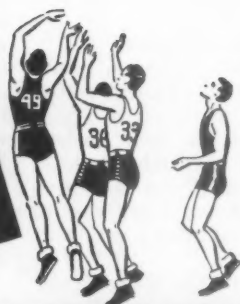
The Normal Recovery From the Lunge

Teaching points: Bend back knee to pull body back; co-ordinate front-leg push with pull; return arms, body and feet to on guard; keep low for efficiency and protection.

For the most quick and safe method of returning to on guard from a lunge, always be prepared to lunge again immediately. Stay low to prevent loss of time due to raising up and to cover one's own target better. A proposed theory for the use of strong back arm movements is a law of physics, i.e. for every action there

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is an opposite and equal reaction, thus the arm can be used to assist in the lunge by throwing back hard and in the recovery by pulling up. *The Forward Recovery*

Teaching points: From lunge draw the back leg forward; hold arm momentarily extended; return to complete on guard; recover forward to lunge again; stay low and recover quickly for protection and speed.

This is a recovery from a lunge in which one can take up the ground the opponent lost by retreating to avoid the lunge. While recovering forward keep the arm extended temporarily to prevent the opponent from changing his mind suddenly. By now students should be aware of the three distances: close: to touch by only extending arm; middle: to touch by lunging; long: to touch by advance and lunge.

Straight Thrusts

Teaching points: Arm extension toward target; lunge to carry point to target; recovery; attack for all lines; arm extension first.

This is the first of the simple attacks. This may be considered as the jab in boxing. As in all actions, each part runs into the other in one continuous action. Discuss lines of attack, bend of blade. We assign numbers to the possible lines of attack and their defense in order to facilitate teaching and discussion. The main lines of attack are: fourth-inside or chest side, high and low; and sixth-outside or back side, high and low.

The Disengage

Teaching points: Arm extension; disengage point under opponent's hand from closed to open line; lunge—recover; attack to all lines; finger control for smallness and speed insures accuracy and success.

The disengage is the most frequently used maneuver in the sport. Mastery of this semicircular action is a guarantee to better fencing. This is the second action developed as a result of the Italian School recognizing the use of the point in the 15th century.

The Cut-Over

Teaching points: From bent arm position—on guard; disengage over the top of opponent's blade; arm extension; lunge; attack to all lines: this involves using a little wrist and forearm action to make a clear movement.

The cut-over is the last of the three simple attacks. A favorite of the Italian School. It is not advisable to use as a regular action for beginners. In all these movements emphasize supination of the hand to avoid complete pronation, finger control and

the extension of the arm before lunging. An explanation of the consideration of the time element would clarify why we should not use this action too soon.

The Simple Parry of Fourth

Teaching points: From on guard in sixth, change to fourth; pivot forearm at elbow, move guard across to left approximately four inches; pivot at wrist to the right slightly; arm extension from fourth to return; one should block out target only enough to cause attacker's point to pass close by.

The parry gives the defense the right of way and should be followed by an immediate return. This action may be likened to the outside or cross parry in boxing. It differs in that the boxer returns with the opposite hand.

After the next few lessons and with considerable practice, students will look more like fencers. YMCA's and athletic clubs would welcome their participation.

The Simple Parry of Sixth

Teaching points: From on guard in fourth, change to sixth; pivot forearm at elbow, move guard across to right approximately four inches; pivot at wrist to straighten—snap the wrist; arm extension from sixth to return; simple defense against attacks to the line of sixth—should block out target only enough to make attack pass the back; slight wrist snap helps to deviate opponent's point—gives strength to parry.

This is the reverse of the parry fourth, however the emphasis is still on minimum movement. Move only enough to cause the opponent's point to pass the target and make an immediate return. It is here that the game of fencing begins to develop. The exchange of attacks and the building of defense becomes apparent.

The Circle Parry of Sixth

Teaching points: On guard in sixth, attack is to fourth; defense drops point under attacker's blade and carries it back out to pass the target along the back; hand remains in sixth; fingers control small, quick, clockwise circle. A clockwise circular action which brings the attacker's blade back to the original closed line—arm does not move, keeping sixth line closed; arm extension from sixth; finger movement is all important.

Use this parry in combination with simple parries to confuse the attacker. This may possibly be likened to an inside parry in boxing. The return is the same as in the simple parry sixth.

The Circle Parry of Fourth

Teaching points: On guard in fourth, attack is to sixth; defense drops point under attacker's blade and carries it back out to pass the target along the chest; hand remains in fourth; fingers control small, quick counterclockwise circle; a counterclockwise circular action which brings the attacker's blade back to the original closed line; arm extension from fourth; the upper arm and elbow should not move while in fourth in order to hide more target.

As in the sixth, the emphasis is on the smallness and speed of the circular movements. The return is the same as the simple fourth. The arm should not move, and the elbow should still be protecting the flank.

The Return

Teaching points: From the successful parry in either line, drop the point, then extend the arm to touch the attacker's target; return from sixth may be easier by going under attacker's arm to touch the target; if the attacker can recover quickly, the return may be made by the extension and lunge; drill on all parries and returns, and all previous skills.

Since the parry takes the right of way, the immediate return may arrive before the arm is fully extended. The return is commonly called by the French term "riposte." Ripostes under the arm tend to be executed with hand in pronation. This may develop bad habits in beginners. The return may be made indirectly too as by a disengage.

The One-Two Attack

Teaching points: Extend and disengage to provoke a simple parry; disengage again to deceive the parry while arm is extended; lunge—recover; this may be executed from sixth to fourth to sixth or vice-versa; drill for successful attack, drill for successful consecutive parries; small disengages made by fingers for speed and accuracy—withholding lunge until final disengage for beginners especially.

This is the first attack discussed that involves a basic strategy. Step number one is primarily a feint. If there is no reaction from the defense, the attack may continue as a simple disengage. Here the arm extension must appear to threaten the target to provoke the parry. Boxers use the same fundamental action to open a closed line and then attack.

The One-Two-Three Attack

Teaching points: Extend and disengage to provoke a simple parry;

(Continued on page 59)

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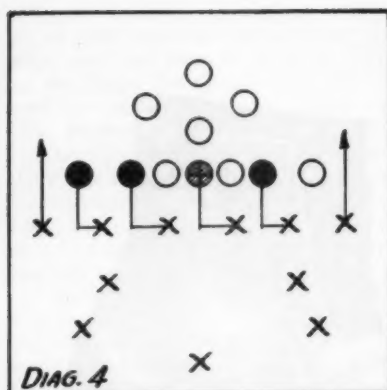
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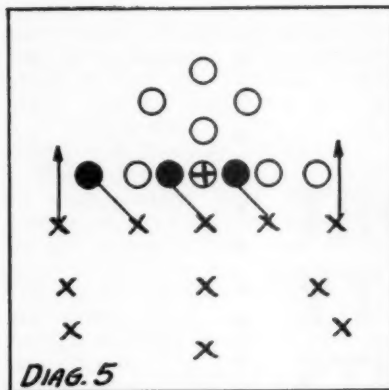
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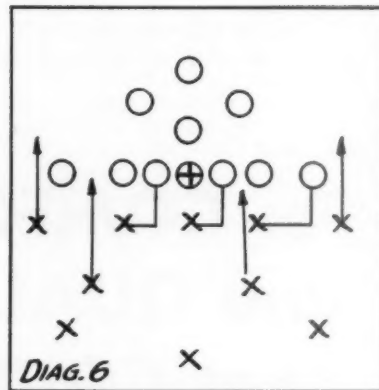
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5-man line looping

Unorthodox Defensive Tactics

By JAMES A. PERRY

Assistant Football Coach, Lincoln Park, Michigan, High School

LOOPING, angle charging and gap plugging are being used by more and more scholastic and collegiate teams due to the increasing influence of the high standards of play and competition of the professional gridiron game. In a previous article these unorthodox methods were discussed in a somewhat general manner and it was suggested that defensive play might be improved by supplementing standard defense patterns with them (Diagrams 1, 2, 3*).

These three types of defensive tactics, although familiar to many, can be employed to even greater advantage if some consideration is given to the following points: (1) the number of men in the defensive line, (2) the types of defensive charges, (3) the defensive stance, (4) the directions in which they are to be executed, (5) the footwork of the defensive player, (6) the type of offense employed by the opponent, (7)

the position of the target, (8) the point of contact, and (9) the situations in which they are to be used.

Looping and angle charging are used chiefly by teams with a six-man defensive line. This gives the defensive team the opportunity to contain four men of the offensive line while the use of a five-man line affords the defensive team a chance to contain only a maximum of three offensive players (Diagrams 4 and 5). The term "contain" as used here means that the offensive lineman is charged in such a manner by the opposition that he cannot release himself for a downfield block or recover quickly enough to do effective blocking for a counter play which may develop. Some teams, however, do use looping tactics when they employ a five-man line. In this case the secondary men fill in rapidly to protect the ungarded territory (Diagram 6).

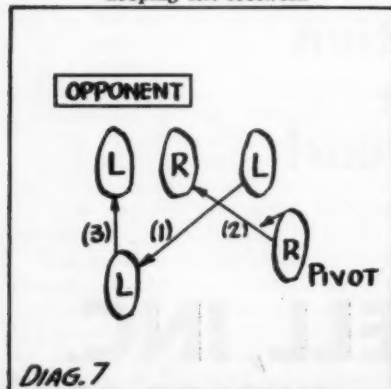
The forearm shoulder charge which

is directed to the opponent's shoulder is chiefly used by the lineman who is attempting to execute the angle-charging process which is slower than the straight-ahead charge but faster than the looping charge. The forearm shiver is utilized when performing the looping method of attack. The defensive lineman must be lower than his opponent as he fights him off with open hands and stiff arms of the shiver attack. The three-point stance expedites the execution of these charges. An acceptable three-point stance consists of the following factors: the feet spaced in line with the shoulders, the left foot forward with the right foot dropped back so that the heel of the former is in line with the toes of the latter, the head raised, the eyes looking straight ahead, the back straight with the tail down, the left arm resting on the lower left thigh and the right hand resting on the ground. The shoulders should be lower than the opponent's. This stance is easily learned by the lineman and is used on both defense and offense.

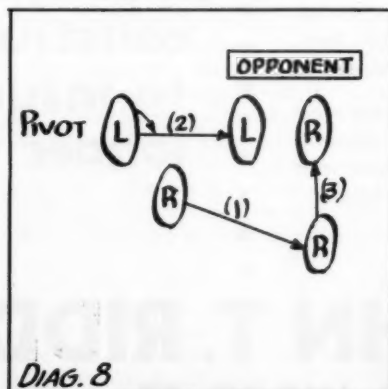
The charge used in performing these defensive tricks must not be either too low or too high. For that reason the three-point stance is gen-

*see p. 32 September issue.

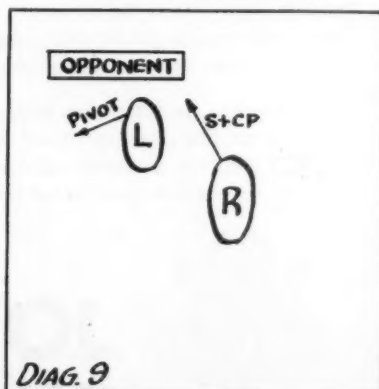
Looping left footwork



Looping right footwork



Angle charging left footwork





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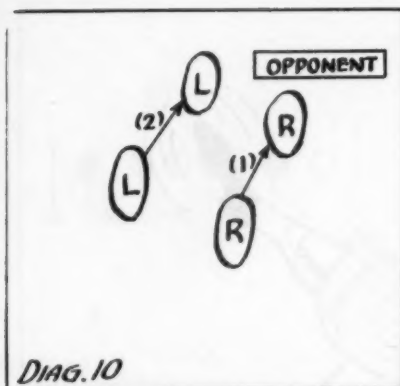
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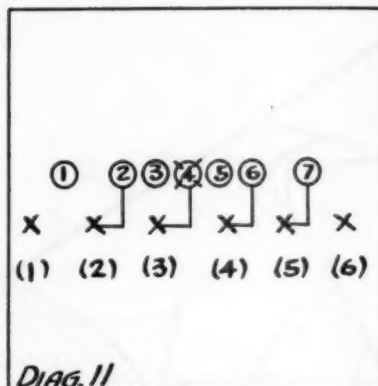


Angle charging right footwork

erally used since a four-point stance results in the defensive player's body being too low and decreases his efficiency in carrying out his assignment. The low stance consumes valuable time, even though it is only a split second, when attempting to assume the proper charging height and angle.

In most cases the defensive team uses the three-point stance when the offensive team has a large number of yards to gain. The four-point stance is employed when a team must dig in and try to prevent the offensive unit from making even a small amount of yardage. In the latter situation most teams resort to the straight-ahead charge and prefer to gamble with looping and angle charging when the opposition is outside of the defensive team's thirty-yard line.

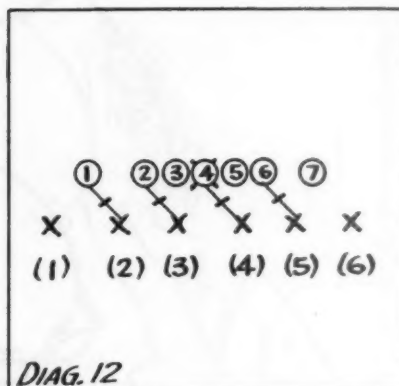
If the looping maneuver is directed to the left, the defensive player assumes a three-point stance with the weight placed on his forward or left leg. Therefore he must pivot on the back or right foot after shifting his weight from the other leg. His first step is taken with the left foot, the second with the right and the final step is taken with the left foot just



Looping contact

as he contacts the target (the opponent's shoulders) with the forearm shiver (Diagram 7). If this maneuver is used to the right, the player pivots on his left foot and starts off with the right. The second step is taken with the left foot and the third with the right at about the same time that he is contacting the opponent's shoulders with his open hands (Diagram 8). Since the loop draws the defensive lineman momentarily away from his target before he makes his forward advance, these steps must be taken with speed and precision.

In the left angle-charge the defensive player has his weight on his forward or left leg and, consequently, he must pivot on that foot while simultaneously bringing up the back or right leg. As he executes these steps he must also position his right forearm and shoulder in preparation for a forearm shoulder charge to the outside shoulder of his opponent (Diagram 9). If the player angles to the right, he steps up with the right or back foot and then quickly steps toward his opponent with the forward or left foot. While in the process of manipulating his feet he must have synchronized the movements of his left arm and shoulder



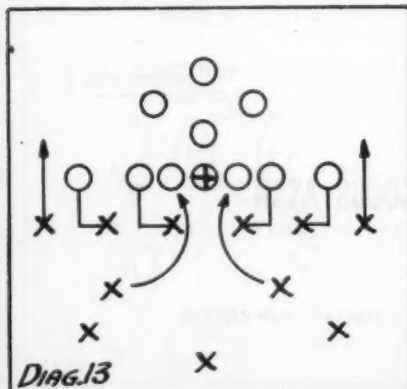
Angle charging contact

in a position to strike his adversary (Diagram 10). It should be noted that in this type of maneuvering the inside shoulder of the defensive player is directed with the purpose of contacting the outside shoulder of the offensive lineman. In the event that the charging defensive player fails to make the proper contact, his body is in position to prevent the offensive player from going down field and, at the same time, his hands, arms and shoulders are in position to slow up or completely stop the progress of the ball-carrier.

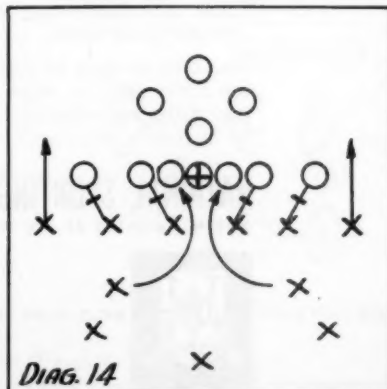
Defensive teams chiefly employ these tactics against the T formation since it is concerned with 'one on one' blocking. Against the single wingback, short punt and other formations which utilize 'two on one' blocking, defensive teams use the four-point stance in order to meet power with power in the form of the straight-ahead charges. In looping and angle charging the defensive men try to contact the man removed one position from them either to the left or right depending on which way these methods are to be put in operation (Diagrams 11 and 12). The man to be contacted is not only con-

(Continued on page 38)

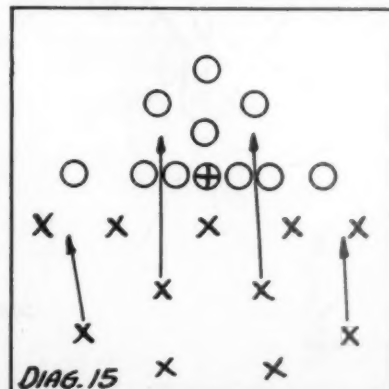
Gap plugging plus looping



Gap plugging plus angle charging



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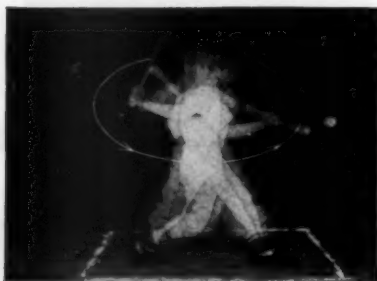
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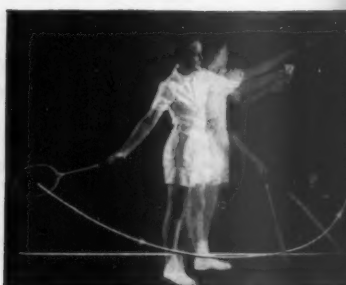
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for OCTOBER, 1950

Flicker Ball—The Passing Game

By H. E. KENNEY and A. H. SEIDLER

Department of Physical Education, University of Illinois

HOW many football games are lost each year because some player let the winning pass slip through his fingers? How many times has a fumble completely changed the course of a game? It has been our observation that most football players cannot handle a football. We know of no other game in which skilled athletes are so deficient at one of the most basic requirements of the game. In spite of the fact that the forward pass is by far the most spectacular play in American football, the common opinion is that "forward passers are born and not made" and that a coach has to wait until he finds a great passer.

It is our contention that passers and receivers can and should be made. Almost any American boy can be taught to be an excellent ball-handler. Proficiency is developed through proper instruction and countless repetition.

The game which has been the greatest developer of passers and receivers is American touch football, which, however, we believe does a very inadequate job. In the typical touch football game each team has one boy who throws, usually one or two receivers, and the rest of the players merely push each other around. As a result, only a very small percentage of the boys who play touch football receive experience in handling the ball and the high school or college football coach has a limited number of experienced passers and receivers from which to select his ball-handling stars. It is quite possible that many of the other boys on the team who at present rarely, if ever, handle the ball have greater potentialities as ball-handlers than the boys who are doing the passing and receiving. Touch football has other disadvantages. It has extremely high accident and injury rates, in fact at many schools touch football causes more injuries than any other sport.

Because of the above-mentioned facts the writers attempted to find a game which would be fun and at the same time would develop greater skill in ball-handling. After much experimentation we have developed a game which we call *Flicker Ball*. This game is played with a regulation football and the object of the game is to advance the ball by passing to a position from which a goal may be attempted.

Any player on either team is allowed to handle the ball at any time. The ball may be advanced toward the

goal only by means of passing. The player in control of the ball is not allowed to advance toward the goal while in possession of the ball, however, the ball may be carried laterally or backward. No body contact is allowed in this game and, with refinement, the game is an extremely fluid sport in which lightning passes, sudden starts and stops, and rather close man-to-man play predominate. With experienced boys playing, all players have countless opportunities to pass and receive the football and are constantly attempting to execute these skills successfully. Conversely, when on defense a player will be attempting to cover his opponent as well as play the ball.

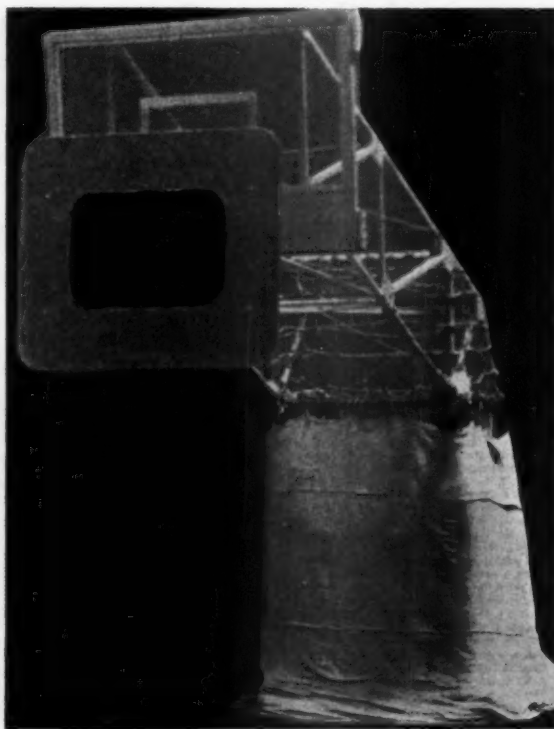
One of the novel features of this game is the fact that any attempted goal results in loss of possession of the ball.

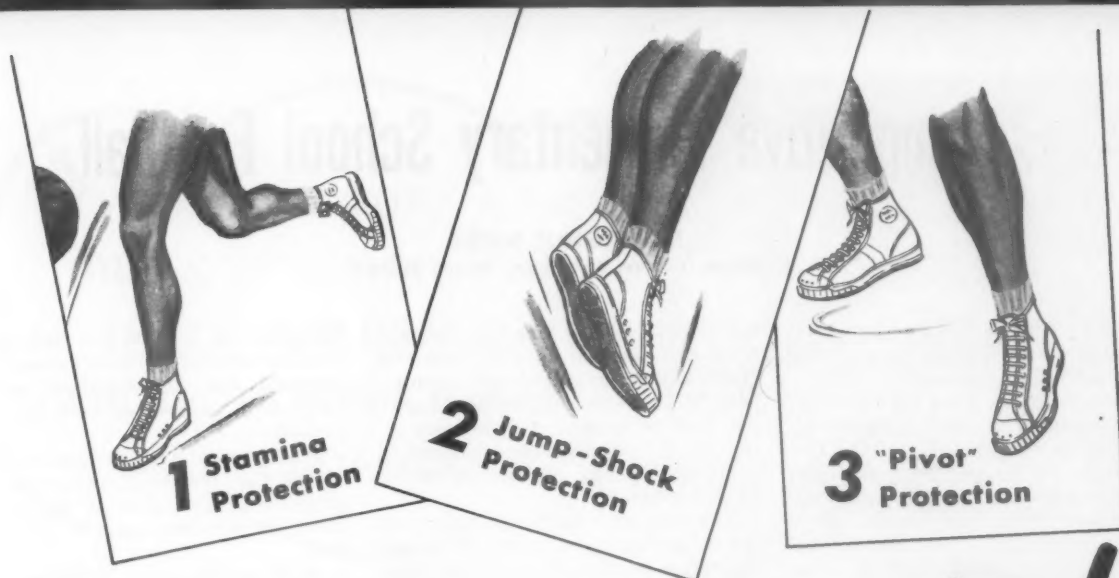
The rules of this game are so designed that the goals are situated out of bounds with the specific intent of forcing the shooting team to throw the ball out of bounds and thus lose possession. After a successful or an unsuccessful goal attempt the defensive team puts the ball in play by throwing the ball in bounds from behind its own end line. This plan was deliberately introduced by the writers in order to place a premium on working for a good shot at the goal. The fact that any shot, successful or otherwise, causes loss of the ball for the shooting team forces the offensive team to work for better scoring opportunities and reduces wild or haphazard shooting.

Another interesting feature of the game is that a loose ball which remains on the playing field is a free ball which, in most cases, may be played by any player. This provision promotes fluidity of action and places

a premium on quick reaction and alertness. One of the greatest objections to the modern game of basketball is that the game is so frequently interrupted by the whistle and the attempt at a free throw. In order to avoid this type of situation in *Flicker Ball* the rules have been so designed that when a personal foul occurs the referee blows a whistle, sends the offending player off the field to a penalty bench where he must stay until either team has scored the next field goal. As soon as the offending player leaves the field of play the referee immediately tosses the ball to the nearest opposing player on the field of play, who puts the ball in play. In this way very little time is taken to penalize fouls

(Continued on page 45)

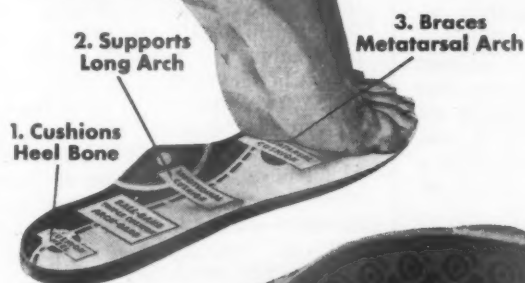




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Competitive Elementary School Football

By MAGNUS MEIER

Principal, Ecorse, Michigan, School System

MANY of the public and parochial schools in Michigan have a complete athletic program for junior high school teams. They play a schedule of games with other junior high teams from neighboring cities. The advantages of having such a system are numerous and well-known. Statistics have proven that schools which utilize this system have a higher winning percentage and develop some very outstanding athletes. It is commonly called the "feeder" system. The boys are coached carefully in fundamentals and plays so that when they are ready for the varsity team, the hardest and most time-consuming part of coaching is completed. Only the final polishing of teamwork is necessary. The junior high school football program helps to keep many boys in school who would ordinarily drop out. It develops desirable emotional, social, and personality traits too numerous to mention. It makes for better students and citizens both in and out of school.

A year ago, Ralph E. Brant, Superintendent of Public Schools in Ecorse, George Ockstadt, the athletic director, and the elementary school principals decided that if so many desirable results were obtained from junior high school athletics, many of the same results could be achieved by carrying on the same type of program in the fifth and sixth grades of the elementary schools in our system.

Five men from our elementary school staff who had previous high school or college athletic experience were selected to coach the teams. These men held meetings with the junior high and high school coaching staffs. Plans were formulated whereby all the teams would follow a definite procedure for fundamental drills, types of plays, eligibility rules, training rules, game schedule, weight limits for lightweight, heavyweight teams, etc.

One hundred complete uniforms were purchased with the exception of shoes, which the boys supplied themselves. Only tennis shoes were allowed to be used. Regulation shoes were thought to be too expensive and dangerous. Each school had a different colored set of jerseys for easier recognition and distinction.

In September a call was issued for

the boys to report. The response was overwhelming. All boys selected were given a complete physical examination by the school physician. Signed parental permission to play was required. All players were protected by insurance against injuries as the result of playing.

Training and eligibility rules were carefully explained to the boys and the actual practice begun. After three weeks of practice we had enough boys to formulate four heavyweight and three lightweight teams. The weight classifications decided upon were: Lightweight, up to 90 lbs.; heavyweight, all those over 90 lbs.

The boys practiced from four-fifteen until five-thirty every day. Games were played on Friday afternoons or on Thursdays if they interfered with the high school varsity schedule.

After each team had played every

MANY school authorities are opposed to competitive athletics of the nature of football for elementary school boys. The *ATHLETIC JOURNAL*, being an open forum, is pleased to present herewith Principal Meier's experience with a program of this type.—Ed.

other team twice, the top two teams played a grade school "championship" game. This game was well publicized and played at night under the lights, preceding a high school varsity game. The boys received a big thrill out of playing before a large audience.

All of the boys who practiced every night, unless excused, and finished out the season, received an award of a felt emblem that could be worn on a sweater. The winning team received the same type of award with the words "Grade School Champs 1949" on it. These awards were presented at an assembly held in the high school auditorium before an audience of the fifth and sixth-grade children from all the schools in the system.

Mr. Brant, Mr. Ockstadt, the coaches, principals, teachers, children, and

the public in general were very much pleased with the results obtained. The program was considered so successful that it was carried over into basketball.

It is impossible to list and evaluate all of the results accruing from a program of this type. A few of the more important ones are presented here.

From an educational viewpoint we were interested first in how the boys' schoolwork would be affected. We watched carefully for any changes in attitude and behavior on the part of some of our "problem cases" who were trying out for the team. From an administrative viewpoint we were interested in the reactions of the student body, parents, and the general public.

We found that boys who were slow in their classwork improved considerably. They no longer tried just to get by. Even the boys who had been doing very poor classwork began to show more interest and soon were working up to capacity. What is more remarkable, the boys kept right on doing better work after the season ended. Participation by these boys in an athletic program was the spark they needed in their schoolwork. Elementary school teachers and principals have long known that many of our so-called behavior and problem cases would not exist if those children had something to arouse and hold their interest. A proper medium must be supplied which will serve as an outlet for their natural physical and emotional exuberance.

The eligibility rule that we used was flexible enough to cover all cases. It was not a rigid get-a-certain-grade-or-else rule. It asked only that a boy be a good citizen both in and out of school and that he show a keen interest in his schoolwork. The boy had to show an improvement over what he had been doing or he couldn't play. By this method all the boys could achieve some measure of success.

The attitude of the boys toward school and schoolwork improved considerably. Giving these boys a chance to play football changed the general reaction which is so common among boys of this age. Even our absences

(Continued on page 60)

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Defensive Tactics

(Continued from page 30)

tained but, in many cases, the offensive man directly in front of the defensive looper or angler becomes confused relative to his particular blocking assignment.

Gap plugging is accomplished in many ways. It may be interwoven with either a looping or an angle-charging pattern (Diagrams 13 and 14). The Split T formation, which is unusual in the fact that its linemen line up with large spaces between them, is encountering many variations of gap plugging. Under certain circumstances, gap plugging is being used with the linemen utilizing a straight-ahead charge (Diagram 15).

Many present-day football teams are using 'rule blocking' for certain plays and play cycles in an attempt to overcome shifting defenses and defensive lines ranging from three to eight men. If scouting reports and other information indicate that an opposing team is employing 'rule blocking' for its offensive plays, these unorthodox methods can sometimes be used to good advantage in upsetting the blocking patterns and individual assignments.

Looping, angle charging and gap plugging must be developed into a team operation. If one player would attempt to loop or angle-charge on his own initiative his actions would present his teammates with an obstacle that might not be appropriately dealt with. These weapons can only be used to any degree of success after they have been mastered through long hours of practice and co-operation—which is the essence of good sound football.

Looping

1. Effective against straight line-plays and counter plays.
2. Ineffective against forward passes unless the looper is fortunate enough to advance directly to the point of the pass.
3. Dangerous if the offensive team has only a short distance to gain.

Angle Charging

Same as for looping.

Gap Plugging

1. Effective against straight line-plays and counter plays.
2. Effective against forward passes.
3. Effective against the Split T formation or any offensive system which employs large spacing in its line.
4. Effective in rushing the punter.
5. Ineffective against wide running plays and pitch-outs.

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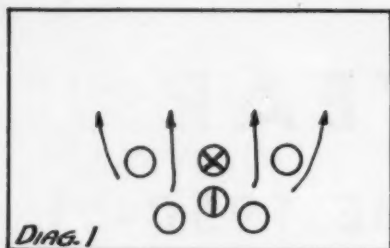
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Six-Man Football Defense

By **GEORGE L. HENDERSON**
Coach, Mansfield, Illinois, High School

WE achieved a "shutout" during one of our scheduled six-man football games last season. Such a score, 24-0, is not unusual in eleven-man football but, according to the records, it's very unusual when both teams do not score during the course of a six-man game. Six-man football has been primarily an offensive game with much open-field running and scoring.

Most six-man football coaches seem to prefer a balanced offensive formation—a T or some variation of it. For purposes of this article a straight T will be used to represent offensive formations. Diagram 1 shows the various courses the ball-carrier may take when he goes through the line or around it in running plays. There are four possible places where the ball-carrier can cross the line of scrimmage: around either end, or through the holes between end and center.

Diagram 2 shows the general areas to which most passes are thrown during passing plays. Area 1 is where the center will receive short, quick passes. Areas 2 and 3 are where the ends or backs receive short, quick passes. Area 4 is where the ends or center receive long passes. Regardless of the pass pattern, most passes are received in these areas—discounting laterals and behind the line-of-scrimmage passes, of course.

By superimposing Diagram 1 onto Diagram 2 a combination showing the places of offensive attack focus can be seen (Diagram 3). There are

three principal areas of attack besides the long pass threat: around the right end, around the left end, and through the line. From a simple analysis of Diagram 3 it is only logical that the defensive strength be mustered in the critical areas of attack shown in Diagram 4 in order to stop most offensive plays. The center area is largest and requires the strongest concentration of defensive power. The long-pass area is narrow but quite long which means a lot of territory must be covered.

Let's consider the various six-man football defensive formations and see how they fit the areas of concentration.

The 3-2-1 defense. By and large, in central Illinois, the favorite defensive formation is the 3-2-1. It is used by a great many coaches. Diagram 5 shows this defensive formation superimposed over an outline of the areas of defense concentration. One can see immediately that the long-pass area must be covered by one man. By sending down two pass-receivers the offensive team can easily overload this area and, if the pass is successful, gain many many yards each play. The other areas, especially the center one, are fairly well covered by this defense and it's easy to see why it is a favorite.

The 2-3-1 defense. This formation is growing in popularity and is proving to be quite successful for many teams. Diagram 6 shows that it compares favorably with the 3-2-1 as far

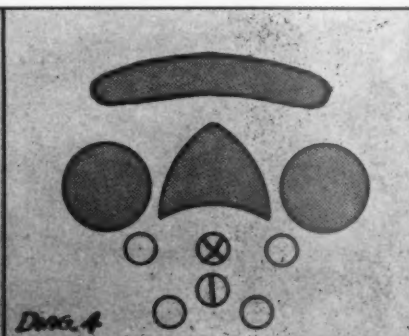
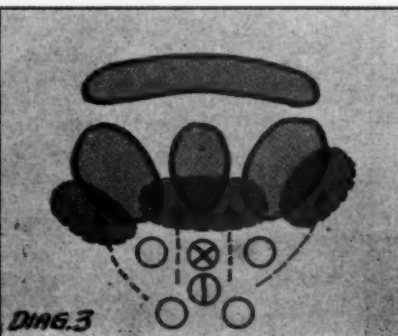
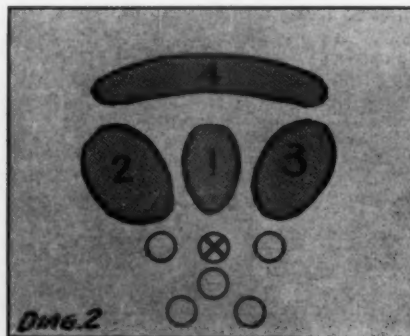
as covering the concentration areas is concerned. The 2-3-1 is very strong in the central area but weak against long passes and short, quick runs around end.

The 4-2 defense. This has been used occasionally. Diagram 7 illustrates this formation. It is a good defense but has one outstanding weakness: Quick, short passes over center. This weakness may partially be overcome by having one of the linemen drop back as the others charge, but a quick offensive team can usually beat such a maneuver.

The Soundest Defense

Lastly I'd like to show what I consider the soundest defense according to the area analysis. It is the formation we used very successfully last season and I know of other teams that used it even more successfully. This defensive formation, the one we used in the shutout game mentioned earlier, is called the 3-1-2. Diagram 8 shows how well this defense covers the focal areas. The middleman can go in any direction to meet the play. If a team has one very powerful defensive man, he should be the charging center. Our defensive ends played wide last season, turning the runners in, and our center made many tackles—some during end-run plays.

I have tried to show simply, on a comparative basis, the strengths and weaknesses of the various defensive formations most commonly used in





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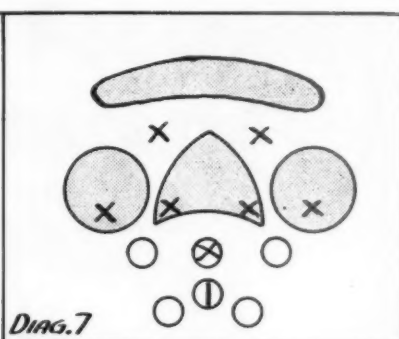
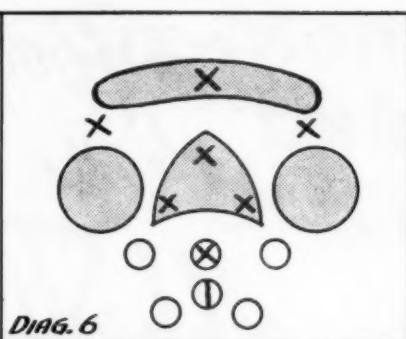
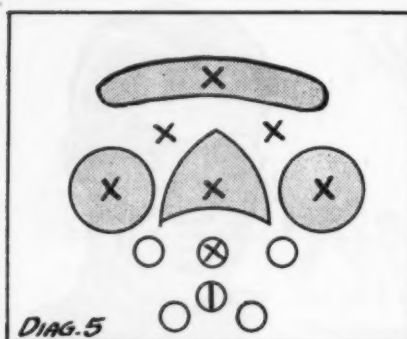
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six-man football. They are all used successfully. Using a simple method of analysis backed up by my own meager experience and observation I have tried to demonstrate that one of these defenses, the 3-1-2, is superior to the others. In theory this seems to be correct. In practice, successful use of a defense depends on the ability of the players, etc. I will explain how we used the 3-1-2, the assignments for the various positions, and the extra defensive weapon we used in shutting out the one opponent mentioned earlier.

The first and most important thing to do when organizing the 3-1-2, or any other defense is to explain the theory of it to the boys. If they believe in the defense, feel in their own minds that it is the best, they'll go out to make it work. This requires salesmanship ability on the part of the coach. Just one suggestion: Don't hold back. Let the boys in on everything. They'll understand more and feel better.

The next thing to do is to evaluate the material: Choose the right boy for each defensive position. We found out that tall, fast boys were best for the two safety positions. They can knock down passes which shorter and even faster boys can't reach. The best charger and tackler should be the center. He does most of the charging and makes practically all the tackles which are made behind

the line of scrimmage. The center should also be drilled on recovering fumbles for he's the one who gets the chance if the opponents' backfield fumbles the ball.

The middleman should be fast, a quick thinker and a good tackler. He makes the tackles when the ball-carrier gets past the line. The middleman is a key man in the defense and should be chosen with care.

The ends needn't be such fast runners but they must be quick on

to get the ball. This three-yard average (they need a four-yard average to make a first down in four downs) permits the defense to hold back strategically instead of rushing in blindly.

What about fourth downs, when they punt? One of the safety men can drop back. This changes the pattern into a 3-1-1-1 which is still quite strong against surprise plays.

Now for that extra defensive weapon we used in the shutout. The boys had one objective in mind: Keep the opponents scoreless. They were willing to go so far as to sacrifice scoring opportunity in order to achieve that end.

During the game we pulled the same trick three times, all successfully. We quick-kicked on the third down. Our running attack was working smoothly and the opponents wouldn't spread their defense until the fourth down.

Every time we used the quick kick in that game the ball was punted over the defense completely and it rolled on downfield. Twice it ended up on their five-yard line. Then, the next time we obtained possession of the ball we were able to score.

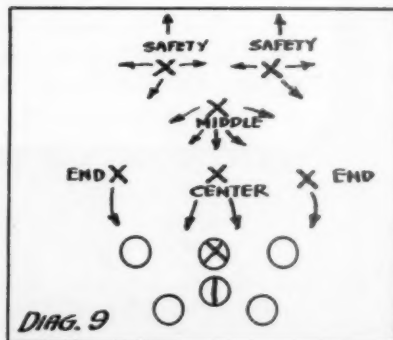
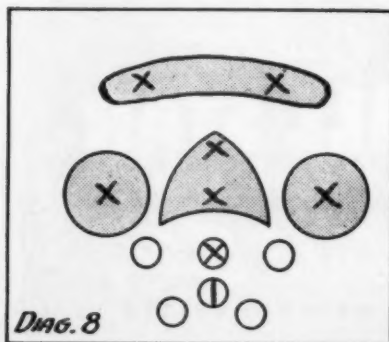
The quick kick is definitely a defensive weapon. By combining a logically sound, well played defensive formation (3-1-2) with a good quick-kick it is very possible to make defense pay off with victory in six-man football.

GEORGE L. HENDERSON served in the Navy as a recreation officer. He graduated from the University of Illinois in the upper tenth of his class. He has coached basketball, baseball, track and six-man at Mansfield for three years.

their feet and good tacklers.

Diagram 9 shows the defensive positions. The duties of each can be explained in a simple sentence. The center is to charge hard on either side of the offensive center and go for the man with the ball. The ends are to play wide, never let the play get around them, and turn the runner in toward the center. The middleman is to follow the play, meet it, and back up the line. The safety men each cover half the field for long passes regardless of the offensive pass-pattern (criss-cross or not) and back up the rest of the team on running plays.

Why isn't there much emphasis on hard charging? The reason is simple. When playing defense in six-man football there are two objectives: To prevent the other team from scoring and to keep them from making first downs. They must make fifteen yards in four downs or lose the ball. If they can be held to a three-yard average gain per play it won't take long



Flicker Ball—The Passing Game

(Continued from page 34)

and each team is forced to play parts of the game with fewer men than its opponents.

We believe that the game of Flicker Ball is here to stay and that as it becomes more widely played it is going to affect greatly the style of American football. Flicker Ball stresses skill to a high degree. This game is an enjoyable means of developing condition and working passing drills under competitive conditions. In an average 40-minute game each player handles the ball approximately 80 times, which means he has the opportunity to make 80 catches and to throw 80 passes per game. In addition, each player runs approximately two miles. During a period of several months a player who played frequently would handle the ball literally thousands of times.

We have been teaching this game in the Service Program in Physical Education at the University of Illinois and have had many suggestions and criticisms about the game from the students. Almost every player has stressed the fact that the game is a wonderful conditioner. Many of them have expressed the feeling that a beginner can learn to play Flicker Ball reasonably well in less time and with less effort than he can learn football or basketball. They also are enthusiastic about the fact that Flicker Ball removes the emphasis upon size, weight and strength which are so apparent in football, touch football and basketball. Many feel that "most so-called passers in football would hang their heads in shame if they bumped into some good Flicker Ball players."

This game could greatly affect the football handling skills of American youth. Passers and receivers are not born. Many of the future great ball-handlers in American football may be made by playing Flicker Ball. A boy who plays Flicker Ball has countless opportunities to throw the ball, run in a shifty manner, and cover receivers while on defense. These skills are the marks of great football players. In this game these skills are specifically practiced, not as drills but as part of an intensely interesting game.

It is our prediction that the first school or community in each conference that installs and plays this game on a large scale will soon demonstrate a superiority in forward passing in its football offense.

Rules For Flicker Ball

Court Layout

Indoor Dimensions—game is played on any regulation basketball court indoors. Goal shall be mounted on basketball board with bottom of hole eight feet from floor.

Outdoor Dimensions—53 1/2 yards in length, 30 yards in width, goals set 15 feet back of end line. Each goal will be equidistant between the side lines, parallel to the end line, and the bottom of the hole shall be eight feet above the ground. (It is suggested that game fields be laid out across the width of a practice football field—as many as three flicker ball fields may be laid across a regulation football field). A free-throw line will be placed 30 feet in front of each end line.

General Rules

1. No one is permitted to advance toward goal while ball is in his control. Player with ball in his control may move only in a lateral or backward direction. a. If play-

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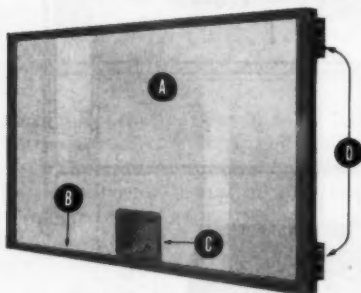
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er gains control of ball while advancing toward goal he will be allowed a maximum of one and one-half steps in which to stop his advance, or to swerve to a lateral direction. (If player receives ball as he is on right foot he may advance, place left foot, and will not be considered traveling until he again steps on the right foot). b. If player is called for traveling (i.e. illegally advancing with ball in his control), referee will immediately take ball from offending player and toss it to nearest opponent who will immediately put ball in play.

2. No player is allowed to make personal contact with an opponent.

3. Diving on a loose ball is a personal foul.

4. When ball goes out of bounds, an opponent of the player who caused it to go out of bounds will be given possession at that point, out of bounds.

5. All attempted shots for score must be thrown with one-hand shot. (Ball must be thrown as a forward pass. Lob or push shot will not count as a goal).

6. If ball is kicked intentionally, opponents are given possession on the spot of infraction.

7. Five players compose a team (indoor rules).

8. Seven men compose a team (outdoor rules).

9. Incomplete passes: a. If offensive team attempts a forward pass which is incomplete through no interference on the part of a defensive player (i.e. if attempted pass is poorly aimed, or receiver muffs the ball) possession of the ball will be given immediately to the nearest player of the defensive team, who may put the ball in play as soon as he is able, from the spot on which he gets control of the ball. (Ball may be put in play on playing field, if that is where defensive player picks up ball. b. If a forward pass is incomplete because a defensive player is the cause of the incompleteness (i.e. defensive player bats ball out of hands of passer or receiver, or out of air), the ball remains a free ball and may be played by either team. c. Any incomplete lateral pass is a free ball and may be played by any player. (This applies to any lateral throw-in from out of bounds).

10. In the indoor game, a line shall be drawn parallel to the face of the goal, from side line to side line at a distance of fifteen feet in front of the goal. This area shall be designated as the no score area. Play may take place in this area but all goal shots must emanate from outside

this area. Any goal shots attempted from this area shall be considered dead and no scores made from this area will be allowed. Penalty for shot from this area—loss of ball.

11. In the outdoor game, the goals will be erected five yards behind the end line, and all balls will be dead as they cross the end line, whether try for goal is successful or not. In either case, possession of ball is given to defending team behind own end line.

12. In cases where receiver of pass is bound by the rules to receive it within a specific area, he must gain definite control of ball within that area, (i.e. if player received ball while off ground both feet must land within area).

13. In passing ball in from out of bounds these rules apply: a. When ball is out of bounds in front court, player must throw ball in with lateral pass. b. When ball is out of bounds in back court player may throw in anywhere in back court. c. Out of bounds rules apply when ball is put in play on field after incomplete pass.

14. When a team is given possession of the ball out of bounds it will be given five seconds in which to put the ball in play. Penalty for violation is loss of ball at that point.

Scoring

1. Goal is scored by firing ball into goal. Score is worth two points. After successful goal or unsuccessful try, defensive team is given possession of ball behind own goal line.

2. Any attempt on part of defense player to goal tend in dead ball area (i.e. deliberately bat out attempted goal) shall result in award of goal to shooting team.

3. a. An attempted shot which is blocked by a defensive player and remains on the field of play is a free ball and may be played by any player. b. An attempted shot which is blocked by a defensive player and rolls out of bounds over the end line will be given to the defensive team out of bounds.

4. A successful free-throw attempt will be counted as one point for the scoring team.

Fouls

1. For personal foul—Player committing personal foul must leave game and cannot return to the field until a field goal is scored by either team. Penalty bench will be placed at midline on one side of the field. Player must remain on penalty bench until such time as he returns to play.

2. For personal foul—Offended team will be given possession of the



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ball on the spot of the infraction and will put the ball in play as soon as offending player leaves field.

3. Four personal fouls disqualify a player.

4. Any foul construed by the official to be deliberate, or any act of unsportsmanlike conduct will be handled as follows: a. For personal foul—(Indoor rules) Fouled player gets a free shot at goal from center-jump circle. Ball is dead and after shot, successful or otherwise, fouled team is given possession of ball out of bounds at center line. Thrower may not cross center line until after ball is dead. (Outdoor Rules) In the outdoor game a free throw is attempted from behind a free-throw mark 30 feet in front of the end line. After free throw, successful or otherwise, fouled team is given possession of the ball out of bounds at a point parallel to the free-throw mark. b. Offending player will leave game as in 1.

Substitutions

1. Substitutions may be made any time that time is out.

2. Any number of men may be substituted during a time out period.

3. Any player out of play because

of a penalty may not be substituted for until he re-enters play.

Timing

1. Game will be two 20-minute halves. Time is out whenever ball is not in play. Each team is allowed three 2-minute time outs per half. A free throw is allowed for each extra time out. Any player may shoot.

Jump Balls

1. Center jump consists of a ball tossed up between two centers, ends pointing toward goals. Man first obtaining ball after center jump must pass ball laterally. Player other than jumper must touch ball before jumper may again handle the ball in all jump-ball situations.

2. Center jump will be used to start each half and in case of double foul. Jump ball on spot will be used to settle all held-ball situations. Player receiving tap in jump-ball situations must throw laterally.

Equipment

1. A regulation football will be the official ball.

2. The goal shall be a 4' x 5' rectangle, with a 2' x 3' rounded rectangular hole in it. The goal shall be mounted in such a manner that its surface is at right angles to the side lines of the court, and the height of the lower edge of the rectangular

hole shall be exactly eight feet from the floor.

The officials shall decide any question not specifically covered in the rules.

Fast Break Principles

(Continued from page 15)

four against five. After the defensive five have the above pattern working well we add one offensive forward to give more competition on rebounding. Note: This fourth offensive man may often make the drill become a scrimmage which is not wanted. Judgment will have to be used here — if he is breaking up this drill the coach should take him out and go back to the three-against-five drill.

Our fundamental drills for fast break at the offensive end of the floor are: 1) drills on lay in's, right, left and front; 2) two on one; 3) three on two, and then the complete play.

Drill 4 — Lay-in's. We have a tradition here at Davenport that all the credit on a scoring play goes to the "passer" who makes the assist, not the shooter. In minimizing the impor-

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tance of the shooter we develop the mental attitude that lay-in shots are automatically two points.

We try to lay a "soft" ball against the board about eight inches above the rim, with little or no spin. I try to get the boys to follow-through, guiding the ball on their fingertips until they have extended their arm to the limit of their reach. On lay-in's from in front we slide past on the side and use the board. At one time I coached my boys to jump high and drop the ball just over the front rim, but I have seen so many shots hit either the front rim on the way up or hit the back rim and bounce out that I believe in using the board on all fast drive-in shots.

Drill 5 — two against one. The usual two lines of players on offense and a guard to oppose them are used. We vary this drill as: a. The two offensive boys keep passing all the way in, or b. Either the center or the side player dribbles until the guard jumps him and then passes off. Short men may bounce pass against tall guards or tall men may go high and snap a pass over a shorter guard. Also the feeder must help the shooter by using a bounce-pass to a short man and a high lob to a tall mate.

All drills should be short and snap-

py. We try to have every player take the guard spot for four or five plays. Even though the forwards may seldom be caught alone on defense, playing the guard position helps each player see how the two offensive men work trying to get the guard out of position — then he can go back and try the same fakes and feints himself.

Drill 6 — three against two. This drill combines passing, dribbling, head-and-shoulder feints, timing, shooting under pressure and following. (Diagram 3).

O1 starts with ball. He may dribble or pass to either O2 or O3. The key to success here is watching X4 and X5 to see which one stops the center man (who should have the ball as he enters the free-throw circle). If X4 moves in to stop O1, O2 is open, so O1 bounce passes to O2 who drives in to score — but if X5 cuts O2 off, O3 should be open for a pass from O2.

Note: the middle man should always stay outside the dotted line; then if X4 and X5 drop back and cover O2 and O3 they can always pass out to O1 for an easy front shot. It might seem to the coach that any and every boy going down the middle would know that as soon as either guard jumps him his mate on that

same side is open for a pass. But it will be a long winter before they stop throwing the ball away trying to feed the covered man.

It will be easy to tell the middle man not to go beyond the dotted-line but he will continue to work on down the lane hoping to get a real short shot. If he does this the guard can keep the side man out and then intercept the pass in to the center man.

At this point it might be well to walk the boys down to the lane and give O3 the ball with X5 covering him and prove to O1 that he is out of the play if he goes in close but if he stays at the dotted line O3 can easily give him a pass and he can take a big step and drop it in (Diagram 4).

Now let's see how the fast break looks when we put all the parts together. 1. Opponents shoot and we get rebound and a quick pass out. Earlier in this article I said *Get the ball to the middle man*. Diagram 2. Why? Because he can set the trap if there is a 3 on 2 situation. Of course if there is a 2 on 1, the side man can keep the ball—remembering that he can run faster than he can dribble and to always pass and run if possible.



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The fast break should not be attempted on every play. If the opponents have an equal number of men across that center line ahead of you it is wiser to slow down until the regular pivot man gets to his spot or to set up a favorite pattern of attack. It is not smart to give up the ball without getting a "Shot and Follow".

The fast break should be saved for a situation where there is an extra man against the opponents. It should be used 1) against a team which "follows" hard with two or three men. 2) when a team shoots, with a man in each corner and a pivot, as it will catch them with three men along the end line and behind the ball. 3) when an intercepted pass offers the advantage of an extra man.

Note: Many times the man who receives the first pass-out along the sideline sees a teammate breaking down the floor and can hit him with a diagonal pass. The rebounder, however, doesn't even see this man and if he did he could not get a pass through the opponents to him.

Do's. Clean, fast ball-handling. Short, fast dribbles. Good timing. Go only when the break situation favors you. Snappy passes. Get ball to mid-

dle. Smart middle man. Stop at "dotted line." Hold the ball—stop the play if chances are only 50-50.

Don'ts. Don't think every situation is a fast break one. Don't go too fast—you'll make bad passes and miss goal. No long dribbles—pass and go. Don't throw the ball away. Try to get a "shot and follow." Don't keep ball near sideline. Get it in to middle man.

Soccer-American Style

(Continued from page 6)

ation can be created. A smart offense is the best defense!

When the scoring situation has been set up, the third objective is to carry it to a successful completion. If the odds are against favorable completion, the ball should be returned to the backfield. A smart offense is still the best defense.

Because the accomplishment of each objective must facilitate the accomplishment of the next, mastery of the field is determined only on the basis of the number of goals scored. Therefore, the aim and principal function of a soccer team is to score. The primary function of a

player is to contribute his maximum effort toward the most effective functioning of the team. Emphasis in American soccer is being focused correctly—on attack!

Pre-Season Planning

(Continued from page 16)

room, the court and games. Courtesy is important. There is a very definite relationship between winning and being sportsmanlike.

15. No "hot-headed" player ever gets far. Learn to control your temper. Being disqualified from the game will hurt your team's chances as well as your own.

16. **PLAY FOR THE TEAM, NOT YOURSELF.**

17. Play hard and clean at all times. Don't slacken. Most injuries occur when a player lets down.

18. Never say, "huh".

The school that finds many of its athletes transferring from the gridiron to the basketball court is presented with another major pre-season problem. It appears to us that this situation provides a graver problem to college coaches, since specialization at the higher levels of education has become more prevalent than in the

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high school. The majority of our squads have been predominantly composed of athletes who double in football and participate in spring sports. Generally, these boys are in good physical condition.

The high school youth who expects to compete for a berth on the squad must necessarily find himself in good condition on the opening day of practice.

We have usually conducted night practice sessions for non-footballers several weeks in advance of the basketball season. However, these sessions have not been held regularly. Such players must be able to find time for conditioning. Y.M.C.A.'s provide some opportunity for this. The main conditioner should be running.

Fundamentals are a prerequisite for any well-drilled team and these drills must, of accord, be planned in advance. Any coach can avail himself of any number of drills, all of which may have their relative merits.

Diagram 1 presents a simple passing drill which later may be used to practice various forms of passing. A passes to 1, then follows to end of opposite line. Receiving the pass, 1 return passes to B and follows to end of line. The coach should instruct the players in proper passing and receiving procedure.

Diagram 2 reveals how the first drill may evolve into a more complicated maneuver. After A passes to 1, he receives an underhand flip pass, and in turn, underhand flips to 2. Upon receiving the pass from A, 2 will pass to B, follow and receive an underhand flip.

Another drill which has paid dividends is shown in Diagram 3. The center man merely passes to each individual at random. Two balls may be used to develop peripheral vision. We have also used medicine balls which provide added interest as well as developing fingers and hands.

All of our drills are used consistently throughout the season. Of course variation is stressed to avoid monotony.

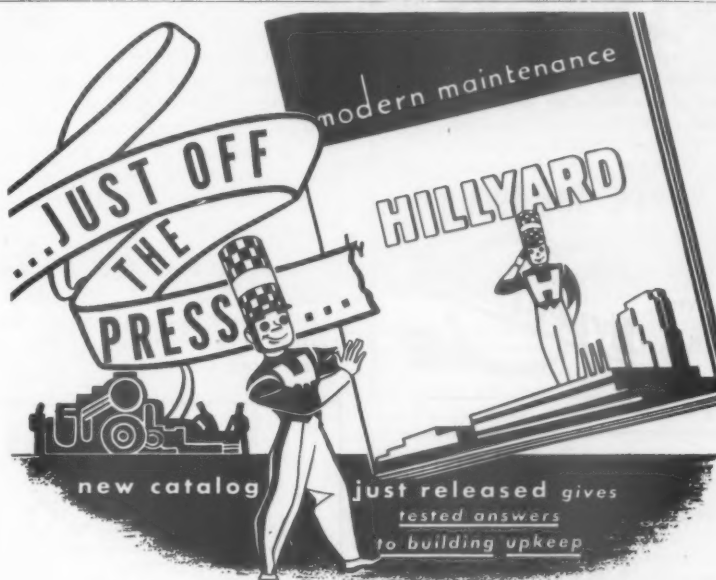
To formulate a careful plan of attack, many coaches resort to basic plays. This phase of the game is probably one of the most controversial in basketball. Oftentimes when strategy is thrown to the winds the result is a phenomenal success, yet practically every coach entertains strategical maneuvers months before the opening of the season. It is our opinion that plays offering the most options are those which have the greatest chance to penetrate the defense.

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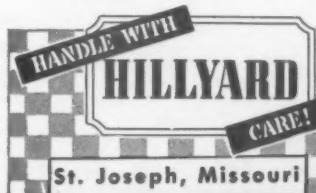
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One of our outstanding basic plays is outlined in Diagrams 4, 5, and 6. The maneuver is started with a three-out and two-in set-up. The inside men, 4 and 5, are usually taller and more adept at post play. One may pass to either 2 or 4 and then break in a direct or indirect line to screen 5's man. Three will time his cut to scissor on the heels of 1. Diagram 4 reveals the initial maneuver. If 2 receives the pass from 1, he will pass to 4, who may pass to 3 if open, otherwise a second option develops as shown in Diagram 5. The screen on

5's man may make him shake loose or provide a good set-shot at the free-throw line.

If neither option materializes the stage is set for the final option (Diagram 6). This, of course, is one of the oldest plays in basketball — the guard around. Most maneuvers require constant repetition for success and our basic plays are no exception.

Just as business success is based on foresight, vision and hard work so is success in basketball. Pre-season planning must be an integral part of the coach's schedule.

Pass Patterns

(Continued from page 9)

pass to the left end and another signal may mean a hook pass to the other end. We sometimes encounter a six-three defense or a seven box. We played Iowa State a few years ago and scored three touchdowns before they could get out of their six-three defense.

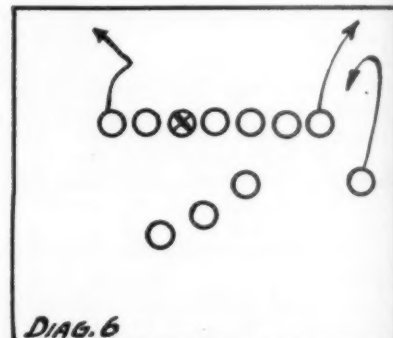
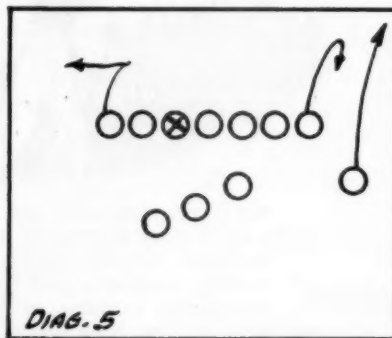
Forward Pass Against a 6-3

Diagram 8 illustrates a pass we use against a 6-3-2 defense. When we break from the huddle to the line of

crosses deep to the left and the wingback crosses shallow to the left. The left end runs behind the safety man. The right end and the wingback stay about twelve yards apart.

The Screen Pass

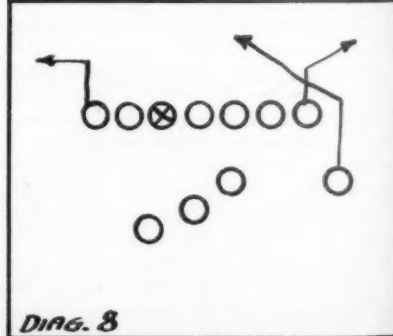
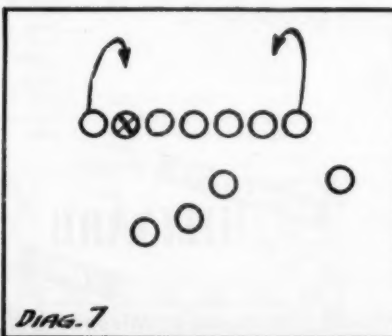
Another pass which a coach should have in his offense is the screen pass and delayed pass. In the T formation the blocking for the quarterback is done by two men in the rear accor-

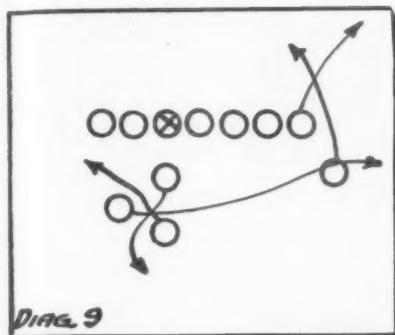


scrimmage and find a 6-3 defense facing us, our quarterback will say "Hold everything." That is the signal for our automatic pass for the 6-3-2.

Another pass which we like pretty well is one in which the right end

of hitting each of these fellows on screen passes. The halfback should fake his block and then drift out in the flat territory. The secret to the success of any pass, and especially is this true with the screen pass, is for





the quarterback to drop back further than usual giving everybody a chance to stop and come in.

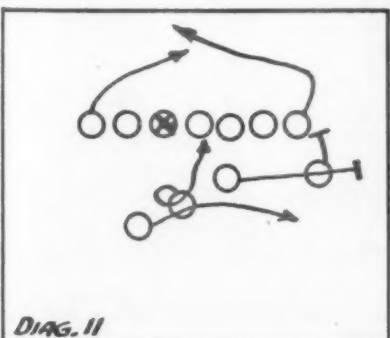
We also have screen passes in which the ends go through and circle back to the outside. Diagrams 9 and 10 illustrate both types of screen passes.

The Jump Pass

Jump passes are very, very hard to cover. Diagram 11 illustrates this pass.



The right end goes down and puts himself in position to block the safety but he doesn't knock him down. The left end comes shallow across the field. The fullback fakes to the left halfback. He holds his backer by starting into the line. The left halfback fakes the "122" play to pull the left defensive halfback up. The pass is thrown to the left end. If the defense jams the end, the end can block and the wingback can run his



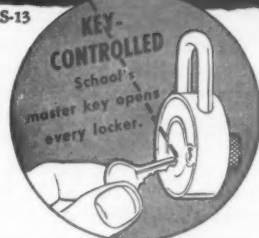
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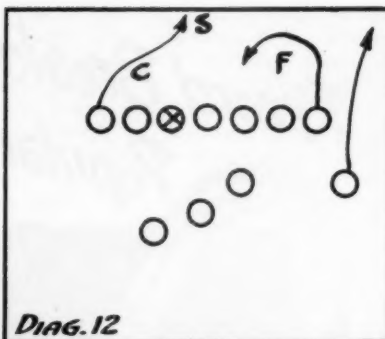
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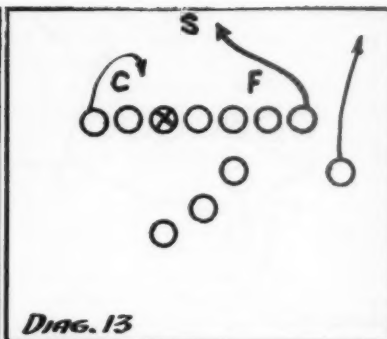
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assignment. We use a jump pass to our wingback when they are doing a good job of holding up our ends. We have a jump pass off a different series. If a team gets a fullback who can jump-pass it really has something.

We think that our "44" play is a very powerful play. We tie this play up with a pass play that looks exactly like it. In this play the fullback takes the ball and heads right toward



the "4" hole, then all of a sudden he jumps and hits his end. If we encounter a six-man line we will hit the free spot, and if it is a five-man line we will hit the free spot.

Diagram 12 and 13 illustrate our jump passes. If our pass is to be thrown to the right end we want him to break to the free spot and if our pass is to the left end we want him to break to the free spot.

Aids for the Linebacker

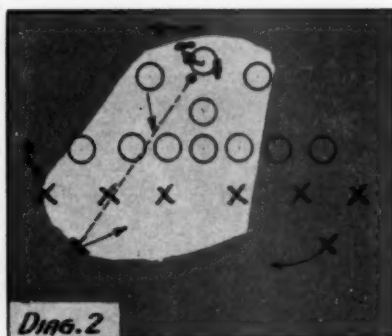
(Continued from page 11)

addition, the near and middle backs may be a menace to him. Detailed scout reports tell what to watch for and sometimes make his assignment easier when he knows and has an opportunity to prepare himself for it. By focusing down the strike area, our linebackers with the aid of peripheral vision, can pick up the entire offensive team and may pre-determine the path of the ball by the actions of the backs and the line blocking. The outside guard, tackle, end and center are the chief obstacles to overcome before stops can be made.

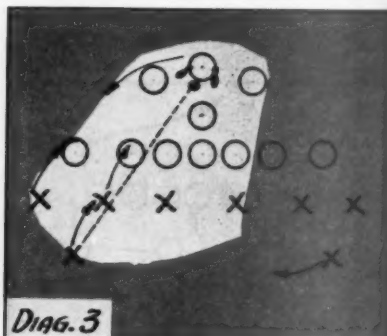
3. By focusing on the strike area the linebacker can have the onside end in his field of vision and be from two to four yards ahead of him at

the start, a compensating factor in pass play detection. A spread end becomes the same as a man in motion or a flanker and is treated by either the linebacker or someone else, depending upon the defensive signal called.

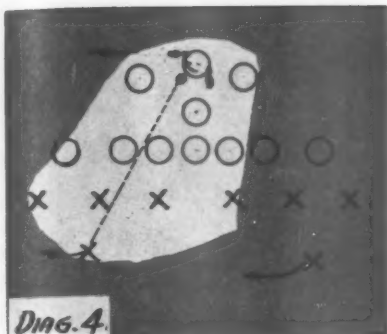
We classify our defensive commitments at the command of the offensive foot action of our opponents as is shown in Diagrams 2-8. A few simple rules for the linebacker to learn and defense becomes relatively easy and gratifying. Of course one can apply a hypothetical situation and say, "What about this," and "What about that?" Certainly we would be foolish to expect a linebacker, or anyone else for that matter, to go off on his own regardless of



Near back drives into line and linebacker commits to that area alert for a fake with sweep, pass, etc.

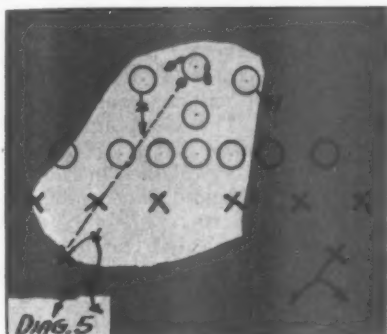


Footwork indicates drive off-tackle to be met with gang resistance of line and linebacker.



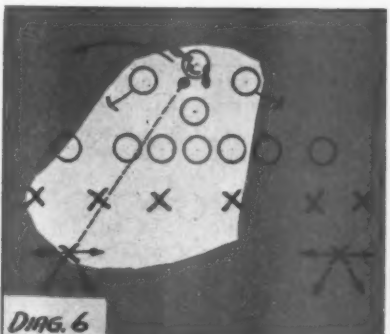
Footwork indicates wide start, possible sweep, but watching for cutback, linebacker commits laterally.

what the rest of the unit was attempting. An example would be, Diagram 2, the obvious possibility of faking to draw the linebacker in and then a toss out to the far back with the



A fake buck with a pass to the onside end. This is a tough one to play and our best results have been to commit to the buck one step and, as soon as it reveals itself, reverse and fan out for end. Teamwork from the halfback and safety play a big role in stopping this one.

middle back leading. We instruct our line to play position, not fakes, and tell the ends to ignore the center

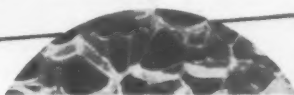


Here is a definite pass commitment and is much easier to detect and cover than Diagram 5. Care is taken in covering the middle back or the one not employed in protecting, as he is often used as a spotter or safety valve.

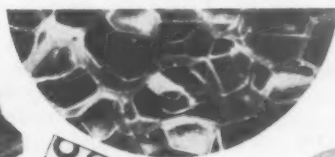
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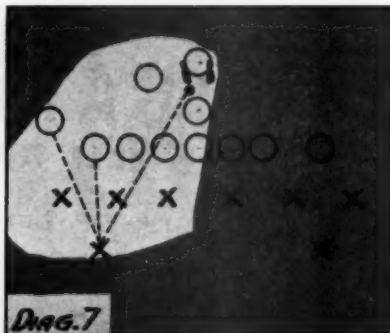
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Here the linebacker encounters a situation where the flanker is in close enough to get back to him. He plays the remaining back's footwork and simultaneously plays the end and flanker. In a running situation, protection commitments top off the play immediately.

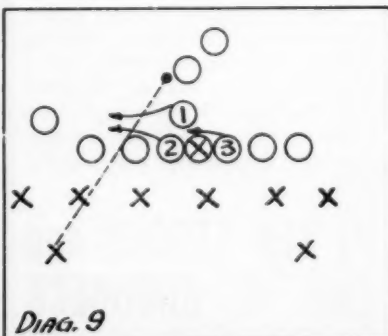
stuff because they won't get to it anyway. A defensive halfback and safety also figure in and our committed linebacker doesn't stop in his tracks and watch either.

As far as spreads, flankers, and the man in motion are concerned, we can say only that we respect them and handle them in various ways, sometimes employing the linebacker in the call, depending upon the defensive signal. More often than not, the spread end, flankers and man in motion become the responsibility of someone else other than the linebacker.

The tactical situation usually determines a team's offensive plans and observation, scout reports, and playing the tactical situation can help a linebacker do a good job. We have had a high enough percentage of success with these defensive linebacking rules against T clubs to warrant their continued use.

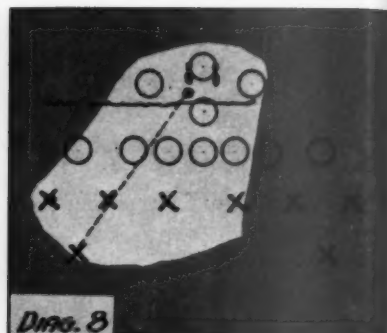
Single Wing

For the benefit of advocates of the balanced and unbalanced lines in the single wing, we shall touch on



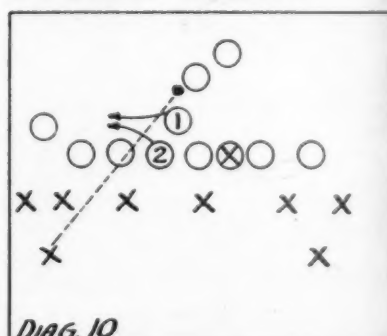
DIAG. 9

1, 2 and 3 are immediately released to lead, 3 usually being the one to work over the backer on the opposite side.



Here the linebacker encounters the man in motion and disregards him except where he can get back to him for block or pass receiving. Linebacker plays the remaining backs as before, respecting the man in motion.

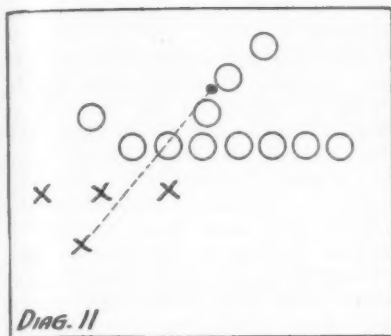
both herein. Naturally all coaches have their likes and dislikes and reasons for doing one thing and another, but it is our own personal belief that a team with a good running attack will be harder to meet if they use a balanced line rather than an unbalanced line, assuming that the days of fast-changing defenses stay with us. This viewpoint is based upon results in games of the past and is partially explained in Diagram 9. In the balanced line against an orthodox 6-2, there are three men immediately released to lead and block; the blocking back, and both guards. In the unbalanced line, Diagram 10, in the same situation, there are now only two men so classed, assuming that most teams neglect to use the center as a primary blocker, and there are plenty of them that do. The blocking back becomes one full space removed from his spot in either situation. From a standpoint of linebacking duties against these two situations, a focus point at the shoe tops of the fullback is where we like our boys to begin. From there the interior of the line is clear and the extremities are also adequately seen as is shown in Diagram 11.



DIAG. 10

1 and 2 are immediately released to lead. The center is seldom used to his full capacity as a blocker.

NEW BOOKS



We ask our linebackers to focus their attention on the shoe tops of the fullback to begin with, which is low enough to catch pulling interference as it forms.

The players will gain assurance if they are explained these seemingly obvious facts about who will block them most, when and where to look for these blocks, and are shown that therein lies the power of the attack and that by overcoming the leading men, losses in yardage will result. Sometimes a dumb team, one which is not blessed with a good signal-caller or coach, will give out keys that will lead eventually to their downfall. One such team we played never varied their attack from game to game, using a sequence of plays as regular as income taxes. Needless to say, this helped us somewhat. Another club used their blocking back to lead every play, having either failed to use or not possessing any counters. We merely instructed our linebackers to play him, hoping that we wouldn't be caught twice if they had something different, which they didn't, and the results were a long night for the opponent.

No matter which offense a linebacker meets up with there are, besides these few hints given here, some instructions he should know and carry out in discharging his duties. We cannot emphasize too strongly how important scouting is to us. Human nature does not permit a team or any of its members to change much in a period of a week or two. Either they have it or they don't have it and one week will not alter things much either way. It is important to the linebacker to know if the passer and ball-handler is good at faking, ball-handling, and concealing the fact that he is going to pass. Likewise, it is important to know ahead if the signal caller has a sequence he often follows, if he has pet plays and when and where he will use them. It is also important to know if he has plays that can be detected ahead

(Continued on page 58)

Baseball's Greatest Hitters, by Tom Meany. Published by A. S. Barnes and Company, New York. Two hundred seventy-eight pages. \$3.00.

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Best Sports Stories—1950. Edited by Irving T. Marsh and Edward Ehre. Published by E. P. Dutton & Company, Inc., New York. Three hundred thirty-six pages. \$3.00.

This is the annual volume of sports stories which appears each spring. Included this year are stories about California's triumph over Southern California, Preacher Roe's shut-out of the Yankees in the World Series, an account of the national invitation college basketball tournament at Madison Square Garden, Willie Pep regaining his title from Sandy Saddler and dozens of others.

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This little book is designed to help those who would like to "swear off" smoking. The author begins by examining the taxes on tobacco and the cost of smoking to the average smoker for a year and touches upon

the accidents that result from smoking.

The book offers excellent suggestions on how to stop smoking. There are many different ways proposed and any smoker should find suggestions here that will help him.

Numerous drawings and sketches make this a very readable little book.

Textbook of Anatomy and Physiology, by Carl C. Francis and G. Clinton Knowlton. Second edition. Published by the C. V. Mosby Company, St. Louis. Six hundred twenty-four pages. \$6.25.

In this, the second edition, more illustrations and new color plates have been added. The textual material has been completely rearranged to produce a more thorough integration between anatomy and physiology.

The present text is not a combined book of anatomy and physiology bound together, but rather a textbook of Anatomy—Physiology in which the material is presented as one course to be taught at the collegiate level and as a subject in itself rather than as a subject applied to some other discipline.

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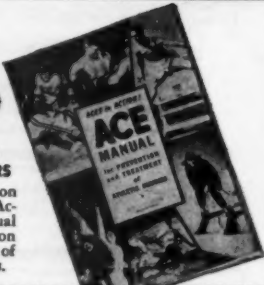
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of time by their peculiarities in starting.

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Knowing ahead of time that most clubs are right-handed, by that we mean, that 70 per cent of the attack of the offense will go to their right, we station our best defensive linebackers in that spot. For that matter, the rest of the line in that area is our strongest also, resulting in our meeting their strength with our strength.

The linebacker has a tremendous job and of necessity must be a man capable of fulfilling the requirements. Additional work with these men will pay off for any coach.

Twilight of the Zone

(Continued from page 22)

bers of the team attacking a zone must be skillful passers, wise dribblers, quick and accurate shooters. A player may find himself eating leather from a blocked ball if he is too slow in getting his shot off. His poor passing may be the exponent of an interception, a fast break and the loss of a ball game. The player with a selfish motive of "dribble-itis" will find team play more effective because as long as one man is dribbling his teammates are rendered ineffective. It is more difficult to guard five men than one. Against a zone a star can always shine and will not be restricted if he is a team man. If he is a one-man act, however, he will be successful but his coach will

lose sleep and waste time condemning the defense. It is difficult and almost impossible for one man to defeat five.

The zone is here to stay. Education will eliminate prejudice and establish appreciation of this scientific and interesting outgrowth of Dr. Naismith's sport.

Beginning Fencing

(Continued from page 26)

disengage again to deceive the parry; defense parries the second disengage; disengage the third time; lunge—recover may be executed from either line of attack; small point movements.

Strategy is carried one step further. The third disengage or deceiving of the parry will have to be executed in a faster tempo. One must imagine the defense becoming desperate as he is deceived each time and, therefore, his parries become successively faster. It is here that a circular parry by the defense would be efficient in breaking up this type of attack.

The Double

Teaching points: Extend and disengage to provoke a circle parry; the defensive blade circles up to sweep offense back out of line; disengage again in same direction; lunge—recover; an attack strategically used to deceive a circle parry; unlike 1-2 or 1-2-3 attacks because the two disengages are made in the same direction (to the same line of attack).

This action for both offense and defense requires fine fast finger control. In actions like these, the differences between the French and Italian schools becomes apparent.

Bout directors sometimes have difficulty determining who is deceiving who if the arm is not properly extended.

Free Fencing

Teaching points: After review, permit fencing for a few touches; point out importance of proper position for readiness; point out need for control for successful fencing and for "knowing" proper distance for safety and success.

One should remember to salute one's partner and must give him all the due consideration expected in return.

Low-Line Sixth Parry (Parry Eight)

Teaching points: Attack to low sixth line—under the elbow; the defense drops the point and blocks that line, causing blade to pass; the return is made by raising the point and extending to the target, if on

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guard in sixth, the arm does not move—the lowered point will put the blade in position to parry the attack.

The Low-Line Fourth (Parry Seventh)

Teaching points: Attack to the low-line four, abdomen or groin line; from on guard four drop the point to cause blade to pass; return by raising the point and extending the arm to target.

Free Fencing

Teaching points: After review, allow free fencing for five touches; use opportunity to point out mistakes and praise well-executed actions; drill on all.

This session will probably arouse more interest than any other. Allow the students to be their own officials. They may give only one of four answers to the director. The instructor should first stage and conduct a bout for their example. A demonstration should show students that touches are sometimes made too fast for the human eye. Electric scoring machines are increasingly popular because of this.

This next phase may or may not be taught, depending upon the progress of the class. The "Cut-over" and "Attacks Taking the Blade" are best

withheld for advanced students, as they may be the cause of poor habits in untrained fencers.

The Beat Attack

Teaching points: Offense executes short, sharp beat on defensive blade—beat with fingers; extend the arm to uncovered target; lunge—recover; this may be executed from either line; beat displaces opponent's point and allows for an immediate straight thrust.

This action is one very much used in a more powerful manner by Italian fencers. The French employ it in a more subtle manner. Oftentimes the Olympic championships are won by either the French or the Italians, depending on who is in better condition.

The Pressure Attack

Teaching points: Offense applies slight pressure against strong of opponent's blade; sudden release of pressure and disengage extension; lunge—recover; this may be executed in either line; a sudden release of pressure (if opponent presses back) will cause opponent's point to be displaced by his own inertia; finger control must be emphasized lest awkward telegraphed actions be avoided by the defense.

Again the Italians prefer this type of action. The Hungarians developed their fencing by hiring Italian fencing masters to teach them. Now they easily defeat the Italians in sabre fencing. The Germans are not nearly as good, though they have been popularized as sabre fencers through their "Heidelberg Scars."

The Glide Attack

Teaching points: Slide the blade and apply slight pressure while extending the arm; lunge straight into the target, or, disengage as defense tries to recover the target.

One might consider this a subtle French adaptation of the Italian "power" technique.

Free Fencing

Teaching points: Permit free fencing with officiating; change partners often—perhaps a round robin would arouse great interest.

If equipment is available, show the electrical epee scoring apparatus.

Elementary School Football

(Continued from page 30)

and tardiness showed a marked decrease. This statistical record in itself

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is only one manifestation of proof of a change in attitude on the part of the boys toward school.

Disciplinary problems practically vanished. The boys knew that good citizenship and good sportsmanship were our measuring sticks. We asked only one boy to turn in his suit for ungentlemanly conduct. This he did with a show a bravado, but two days later he apologized for his actions and begged for another chance — he received it. He quickly found that his actions were now frowned upon, not encouraged, by the other boys. He was outside of the gang. He didn't belong any more. This state of affairs was a new experience and hurt him more than any other punishment could have. The same boy is now on the safety patrol and doing average sixth-grade schoolwork.

In another case, we had two boys enrolled in the sixth grade who constantly caused trouble both in and out of school. Every time a juvenile misdemeanor occurred in the city, the police picked them up first for questioning. They were on probation from the juvenile court for railroad theft. They bullied smaller children and made a nuisance of themselves in general. The next step was surely the reform school. They just seemed to be incorrigible and nothing appealed to them but trouble.

When football practice started they didn't try out for the team. That was "sissy stuff." They couldn't be bothered. They watched the other boys practice for a few nights and then asked for a chance to play. The eligibility rules were carefully explained and suits were issued to them. After a few nights of blocking and tackling practice they decided that it wasn't such a sissy game after all. They didn't play around after dinner at night either. Schoolwork had to be done and besides they were too tired to be getting into mischief. The two boys played through the whole season side by side as the first string guard and tackle. They did an excellent job of playing football. The only time they missed practice was to report to their probation officer from the juvenile court. They didn't exactly become model students, but they did improve enough to pass at the end of the term. A few weeks ago one of our local detectives asked what had become of the two boys that used to give him so much trouble. He was amazed when he was told they were still in school, no longer on probation, and doing all right in their behavior and schoolwork.



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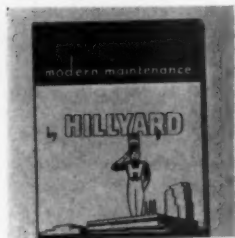
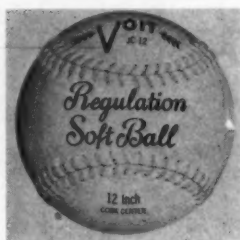
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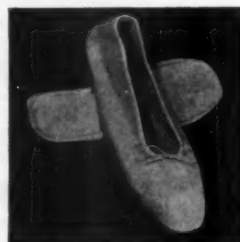
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V OIT is now offering a new cork center, cord wound, rubber covered 12-inch softball, the JC-12. This ball is a companion to the Voit kapok center softball and is comparable in price and performance characteristics. Although kapok centers are most generally used in softballs, some think that cork centers have certain advantages over kapok. Before being added to the line the ball was put through extensive tests and it at least equals the kapok-center-ball in performance, "feel" and long life.

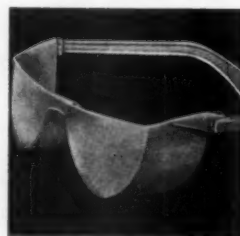


A THLETIC directors will find the new 1950 "Modern Maintenance" catalog published by Hillyard Chemical Company, St. Joseph, Missouri a helpful publication. Every maintenance problem from ceiling to floor is covered in the booklet and such products as cleaners, waxes, seals, finishes, dressings, antiseptics, etc. are also described. It will help in choosing the best in labor-saving products to cut costs up to 50 per cent. Cleaning equipment from curve-action squeegees to machines for cleaning, steel-wooling and polishing is also described.

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D ESIGNED for individual practice in hitting is the Automatic Pitching Robot shown here. The machine actually pitches balls to baseball batters, tennis players, squash players, et al. With it a player can work on his swing without requiring another player to "feed" him balls. The Robot pitches 1 1/4" sponge rubber balls which develop greater hitting power and faster reflexes than when using a regulation ball. The machine will project 600 balls per hour and ball speed can be varied. Manufactured by Dedoes Industries, Berkley, Michigan.

The administrators, who constantly have to keep a finger on the public pulse, soon began to notice the reactions of the people to the program. Before we played our first game many comments were made by the parents. As the season progressed the business men and others in the neighborhood were very favorably impressed. Moreover, the principals sensed a change in the school spirit of all the children. Before our first game some of the girls in one of our schools asked if they could be cheer-leaders for the school. It was an excellent suggestion so tryouts were held and six girls were selected. The children and cheer-leaders made up some yells, copies of which were supplied to all the children. During recess time the girls practiced and the children cheered lustily. The girls realized that they needed help and training to do a better job so they enlisted the help of the varsity cheer-leaders. They worked through the whole season and did a fine job.

The cheer-leading led to baton-twirling. The recreation department furnished an instructor and a large group enrolled. Even the first and second graders had a try at it. These children practiced on the way to school and going home. They were walking advertisements for what was going on at school.

The rest of the student body watched the boys practice at night, cheered heartily at all the games and were very vociferous in praise for "their school" team. The players were their heroes.

Other schools in the metropolitan area have heard about our program and are giving it serious consideration. We sincerely hope that more schools will adopt it. The values received by the children and school alike far exceed the amount of money and time expended in such an endeavor.

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How About the Spectators

(Continued from page 18)

rule in question will be to the long-suffering spectator.

The nervous coach and his staff following the play up and down the sideline, the public address announcer and his assistants, the headlinesman and his staff on the sticks, and the ever-present photographers present a moving screen to shield the field from the paying fan.

In baseball it has always rankled us when we got set to witness an exciting play at third only to have our vision cut off by a corps of photographers.

Track has always had a time drawing spectators and after watching the way some meets are administered we can well understand why. In this particular sport you not only get the finish judges, timers, and other officials, plus the ever-present photographers, but some twenty to one hundred athletes clustered around the finish line.

As long as sports are dependent upon the public, every means of pleasing the public must be taken into consideration. Regarding the photographers, it may be argued that through their exciting pictures in the daily papers more fans are created. Successful business men, on the other hand, take the view that a customer with repeat orders is more valuable than a new customer. We think this holds true in regard to athletics. The possibility of losing a season ticket purchaser to gain one or even two new single game seat purchasers is, we are sure everyone will agree, not good business.

The encroachment of television makes it all the more imperative that the spectator at an athletic contest have an unrestricted view of the field. Through the television camera the viewer is taken to a spot where the intricate ball-handling can be seen better than by those at the game proper.

To increase this advantage which television has by permitting spectators to be screened from the scene of action by numerous individuals traipsing up and down the sidelines, is foolhardy to say the least. Administrators will be watching the effect of television attendance. At the same time they should not overlook those in actual attendance.

The present rule was designed for the benefit of the players. We would like to see the rules committee design a rule for the benefit of the spectators. Such a rule, we feel, should prohibit anyone from wandering outside of the stands, except the teams, the officials, public address announcer and the cheerleaders. We include cheerleaders because they are part of the great spectacle that is football.

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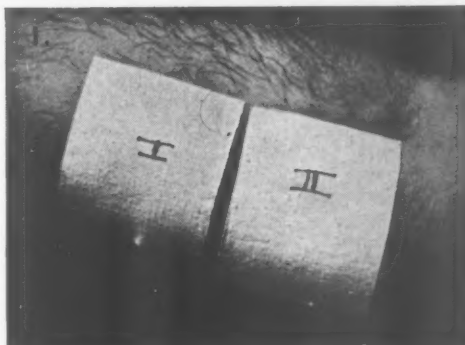
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These photographs were taken during clinical tests

1. At start of test—Application of two types of tape to normal skin of forearm. I—Seamless Pro-Cap Athletic Tape. II—Ordinary Athletic Tape.



2. After 48-hour application
—Tape removed after 48-hour application on same individual. Practically no reaction from Seamless Pro-Cap; severe reaction from ordinary athletic tape.



**SEAMLESS
PRO-CAP
(U. S. Patent 2,427,022)
ATHLETIC TAPE**

The only athletic tape that contains zinc propionate and zinc caprylate—and thereby minimizes itching and irritation.

LITTLE OR NO SKIN IRRITATION—HERE'S WHY!

The dramatic, unretouched photographs (above) prove why Seamless Pro-Cap Athletic Tape is specified by thousands of schools and colleges . . . why it was used by the last U. S. Olympic Team . . . why Pro-Cap is a nation-wide success!

Seamless Pro-Cap—a patented product—gives you 5 important advantages:

1. Little or no skin irritation
2. Little or no itching
3. Less skin maceration
4. Better adhesion—does not creep or curl at edges
5. Little or no slimy deposit

Team physicians, trainers, amateur and professional athletes have welcomed Pro-Cap as a great scientific advance that has long been needed.

There's no mystery why Seamless Pro-Cap is superior to conventional athletic tapes: it contains two medically-proved ingredients—zinc propionate and zinc caprylate—that tend to inhibit the growth of bacteria and fungi which cause many cases of "skin irritation." Clinical tests prove the superiority of Pro-Cap. (Write for medical reports.)

Try Seamless Pro-Cap—you'll never use ordinary tape again! Order through your Sporting Goods Dealer.



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THE SEAMLESS RUBBER COMPANY
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Within a week or two, the IVORY SYSTEM will have an Auto Fleet of 32 cars ready to start out on the road . . . manned by well-trained athletic equipment reconditioning salesmen.

All summer long, our salesmen have been working in our shops helping to com-

plete the reconditioning work which they picked up for expert servicing.

All football equipment has been shipped out on time to meet the fall schedules . . . and now our folks are ready to give QUICK SERVICE during the starting football season.

The Ivory System is in a Class by Itself!



PEABODY, MASSACHUSETTS

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RECONDITIONERS OF
ATHLETIC EQUIPMENT